Report of the Department
of Public Instruction, Boston
1866-67

3703

BOMBAY BRANCH
OF THE
ROYAL ASIATIC SOCIETY.
TOWN HALL, BOMBAY.

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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY

FOR

THE YEAR 1866-67.

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Bombay:
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1867.

CONTENTS OF REPORT.

		PAGE
I.	Annual Statistics (paragraphs 1—21)	1-15
	Actual Expenditure	1
	Increase on previous year	2
	Analysis of Increase	3
	Apparent decrease of Local Funds	4
	Objects of Expenditure	5
	Results of Expenditure	6
	Increase of Schools and Scholars	7
	Results of Government High School Instruction	8
	Ditto of Aided High School Instruction	9
	Ditto of Government Collegiate Instruction	9
	Ditto of Aided ditto ditto	9
	Operations of Book Department	10
	Resolutions of Government on Education	14
	Changes introduced by the Director	14
II.	Observations on the above, and on kindred matters (paragraphs 22—64)	15-54
	General Remarks on the above Statistics. Definitions of Terms	15
	Imperial Grant for "Education, Science, and Art"	16
	Increase caused by extension of the Grant-in-Aid system	18
	Decrease in Local Funds only apparent	20
	Progress and Working of Local Cess	21
	Working of Grant-in-Aid system	24
	Increase of Schools and Scholars	28
	Examinations of Government Schools under prescribed Standards	28

PAGE

On the present State of (*a*) Colleges 30
(*b*) High Schools 32
(*c*) Anglo-Vernacular Schools 34
(*d*) Vernacular Schools 34
(*e*) Colleges for Special Education 36
(*f*) Normal Schools 37
(*g*) Female Schools 38
Miss Carpenter's Visit 40
State of Aided Institutions 41
Education of European and Indo-British Children 41
Education of Native Princes 42
Popular Education in Native States 44
Sale of School Books 45
Encouragement of Literature 45
Catalogue of Native Publications 47
Editing of Sanskrit Classics 47
Professor Bühler's Tour in Search of Sanskrit MSS. 48
Spread of the Study of Sanskrit 48
Ditto of Latin 49
Ditto of English 49
Castes of Pupils 50
Physical Education 51
Duties of Educational Inspectors 51
General View of Public Instruction 52

APPENDIXES.

A.—Reports of the Educational Inspectors :— PAGE

1. Report by Major T. Waddington, Educational Inspector, Central Division, for 1866-67 1
2. Report by W. A. Russell, Esq., M. A., Educational Inspector, Southern Division, for 1866-67 49
3. Report by T. B. Curtis, Esq., Educational Inspector, Northern Division, for 1866-67..... 66
4. Report by J. G. Moore, Esq., C. S., Educational Inspector in Sind, for 1866-67 93

B.—Reports of Government Colleges :—

1. Report of the Elphinstone College for 1866-67 .... (1)
2. Report of Poona College for 1866-67 ..... (5)
3. Report of the Grant Medical College for 1866-67 .. (8)
4. Report of the Poona Civil Engineering College for 1866-67 ..... (16)

C.—Reports of the Translators in the Educational Department.

1. Report of the Marathi Translator for 1866-67..... (19)
2. Report of the Gujarati Translator for 1866-67 .... (21)
3. Report of the Dakshina Prize Committee for 1866-67. (23)

D.—Government Resolutions, Notifications, &c. ..... (30)

E.—Return of New Applications for Grants-in-Aid..... (52)

F.—Letters, Circulars, &c., from Director of Public Instruction, during 1866-67 ..... (57)

G.—Report of Dr. Bühler's Tour in Search of Sanskrit MSS. ..... (93)

H.—Act No. XXV. of 1867 ..... (106)

I.—Return of Books Patronized and Periodicals Subscribed for during 1866-67..... (115)

J.—Statement showing the Application of Rs. 15,000 for the Encouragement of Literature, during 1866-67.... (116)

K.—Statement showing the number and value of Books Sold in the Government Depôts during 1866-67 .... (118)

L.—Accounts of the Elphinstone Funds for 1867 ..... (153)

REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION IN THE BOMBAY PRESIDENCY

FOR THE YEAR 1866-67.

Expenditure.

The actual expenditure connected with this Department during the eleven months ending March 31st 1867, has been as follows:—

On what account.	From Imperial Funds.			From Local Funds.		
	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges.	*43,262	2	4	385	0	0
Inspection and ditto ..	†1,12,140	11	7	8,318	1	9
Instruction (including all Educational Expenditure not coming under the above Heads)	‡7,61,275	11	1	5,92,926	13	2
Total.... Rs.	9,16,678	9	0	6,01,629	14	11

* This includes salaries and travelling allowances (Rs. 34,346-2-1) drawn by the Director of Public Instruction and his establishment, also the amounts spent on contingencies (Rs. 7,477-7-3), and patronage to literature (Rs. 1,438-9-0).

† This includes salaries drawn by Inspectors, Assistant Inspectors, Deputy Inspectors, and Assistant Deputy Inspectors, and their respective establishments, also travelling allowances and contingencies.

‡ This includes salaries of Professors, Masters, &c., scholarships, expenses of the Book Department, Translation Department, grants for building school-houses, grants-in aid to private institutions, contingencies, charges on Dakshina Fund, and other miscellaneous charges.

2. The total expenditure under this Department for 1865-66 was as follows :—

	Rs.	a.	p.
From Imperial Funds	8,70,068	5	1
From Local Funds	8,44,233	3	11

The present expenditure, if computed at the same rate for twelve months, would show :—

	Rs.	a.	p.
From Imperial Funds	10,00,012	15	7
From Local Funds	6,56,323	8	10

which would imply an increase upon the previous year's expenditure of Imperial Funds at the rate of Rs. 1,29,944-10-6, and a decrease of Rs. 1,87,909-11-1, in the rate of expenditure of Local Funds.

3. The following Table explains the increase in rate of Imperial expenditure :—

	Actual Expenditure from Imperial Funds.						Remarks.
	1865-66.	1866-67.	Increase.	Decrease.			
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.			
Direction and Subsidiary Charges	46,809 3 2	43,262 2 4	.....	3,547 0 10			
Inspection and ditto ditto	1,18,156 10 1	1,12,140 11 7	.....	6,015 14 6			
Instruction, including all Educational Expenditure not coming under the above heads	7,05,102 7 10	7,61,275 11 1	56,173 3 3	.....			Detail of this increase is shown below.
Total Rupees	8,70,068 5 1	9,16,678 9 0	56,173 3 3	9,562 15 4			
		Deduct Decrease	9,562 15 4				
		Net Increase	46,610 3 11				
Detail of Increase on Instruction.							
Government Colleges and Schools.							
General	4,40,921 13 4	3,85,729 9 11	.....	55,192 3 5			
Special	95,557 0 1	96,788 5 3	1,231 5 2	.....			
Grants-in-aid to Private Colleges, Schools, and Buildings.							
General Education	29,430 12 2	93,571 2 3	64,140 6 1	.....			
Special ditto	25,514 0 1	13,537 9 11	.....	11,976 6 2			
Translation Department	8,026 7 1	6,184 12 6	.....	1,841 10 7			
Book Department	1,05,682 7 1	1,56,097 11 3	50,445 4 2	.....			
To Dr. Bühler for Sanskrit Manuscripts	.....	8,870 0 0	8,870 0 0	.....			
Miscellaneous	.....	496 8 0	496 8 0	.....			
Total Rupees	7,05,102 7 10	7,61,275 11 1	1,25,183 7 5	69,010 4 2			
		Deduct Decrease	69,010 4 2				
		Net Increase	56,173 3 3				

From this statement it will be seen that there are two main items of increase—(1) Rs. 64,140 additional grants to private schools and buildings; (2) Rs. 50,445 additional expenditure in the Book Department. The latter item is balanced partly by an increase of Rs. 26,448 over the sum paid into the Treasury on account of the sale of books during 1865-66; partly by the additional stock of books laid in for sale during the present year.

4. The expenditure from Local Funds during the 11 months under report, as contrasted with that of the previous entire year, may be stated as follows:—

Local Funds, including Cess, Fees, Popular Contributions, &c.

	1865-66.			1866-67.		
	Rs.	a.	p.	Rs.	a.	p.
Central Division	4,70,710	3	11	2,97,247	3	5
Northern do.	2,95,028	1	1	2,09,761	4	6
Southern do.	43,001	12	6	52,994	11	10
Sind do.	35,493	2	5	41,626	11	2
Total....Rs.	8,44,233	3	11	6,01,629	14	11

Net Decrease of actual Expenditure from Local sources .....Rs...2,42,603-5-0

Net Decrease of Expenditure calculated at the same rate for twelve months ....Rs...1,87,909-11-1

5. This Decrease is, however, merely apparent, being due to my having excluded in this Report from the head of Local Funds, about Rs. 2,00,000, private expenditure, which appeared under this head in last year's returns.

6. Objects of expenditure on Instruction during 1866-67 :—

	From Imperial Funds.			From Local Funds.			TOTAL.		
Government Institutions.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
(a) General — Colleges	65,979	1	11	37,885	1	4	1,03,864	3	3
(a) General — High Schools	77,239	7	7	43,894	12	7	1,21,134	4	2
(a) General — Middle Class Schools	79,776	11	0	1,28,015	14	3	2,07,792	9	3
(a) General — Lower Class Schools	1,43,448	4	5	2,46,347	8	8	3,89,795	13	1
(b) Special	96,788	5	3	17,224	5	4	1,14,012	10	7
(c) Female Schools	341	0	0	4,214	4	9	4,555	4	9
Total	4,63,572	14	2	4,77,581	14	11	9,41,154	13	1
Private Institutions receiving aid from Government.									
A. On the system of payment for results.									
(a) General — Colleges	.....			.....			.....		
(a) General — High Schools	4,434	0	0	.....			4,434	0	0
(a) General — Middle Class Schools	12,196	0	0	.....			12,196	0	0
(a) General — Lower Class Schools	558	8	0	2,683	5	4	3,241	13	4
(b) Special	.....			.....			.....		
(c) Female Schools	3,105	0	0	.....			3,105	0	0
Total	20,293	8	0	2,683	5	4	22,976	13	4
B. Not on the system of payment for results.									
(a) General — Colleges	.....			.....			.....		
(a) General — High Schools	.....			.....			.....		
(a) General — Middle Class Schools	36,851	6	3	.....			36,851	6	3
(a) General — Lower Class Schools	.....			.....			.....		
(b) Special	13,537	9	11	.....			13,537	9	11
(c) Female Schools	.....			.....			.....		
Total	50,389	0	2	.....			50,389	0	2
Book Department	1,56,097	11	3	117	0	5	1,56,214	11	8
Translation Department	6,184	12	6	10	0	0	6,194	12	6
Buildings	36,426	4	0	1,11,287	4	1	1,47,713	8	1
Expenses from Dakshina Funds	18,945	1	0	.....			18,945	1	0
To Dr. Bühler for Sanskrit Manuscripts	8,870	0	0	.....			8,870	0	0
Miscellaneous	496	8	0	1,247	4	5	1,743	12	5
Total	2,27,020	4	9	1,12,661	8	11	3,39,681	13	8
Grand Total	7,61,275	11	1	5,92,926	13	2	13,54,202	8	3

7. Results of expenditure on instruction during 1866-67, showing number of Schools, Scholars, and average attendance in all grades:—

	Number of Colleges or Schools.	Number on the Roll.	Average daily attendance.
Government Institutions.			
At Colleges affiliated to the University (*i. e.* Elphinstone, Poona, Grant Medical, and Engineering Colleges, and Law School)	5	364	325·4
At Colleges not affiliated (*i. e.* Guzerat Provincial College)	1	39	33
At Higher Class Schools (*i. e.* Elphinstone, Poona, Ahmedabad, Belgaum, Surat, Rutnagherry, Dhoolia, Hydrabad, and Kurrachee)	9	1,839	1,568
At Middle Class Schools (*i. e.* First Grade and Second Grade Anglo-Vernacular schools)	191	23,150	18,819·1
At Schools of Lower Class (*i. e.* Vernacular or Primary)	1,357	79,189	59,463·4
At Female Schools	61	1,935	1,234·1
At Special Schools	8	278	240·3
Total	1,632	106,794	81,683·3
Private Institutions receiving aid from Government.			
At Higher Class Schools	6	2,116	1,681
At Middle ditto	13	1,892	1,716
At Lower Class or Primary Schools	23	946	702
At Female Schools	12	1,193	928
At Special Schools	2	143	107
Total	56	6,290	5,134
Private Institutions not receiving aid, but under Inspection only.			
At Higher Class Schools	1	137	110
At Middle Class do.	15	1,268	943·2
At Lower Class or Primary Schools	33	2,156	1,548·4
At Female Schools	17	902	475·6
Total	66	4,463	3,077·2
Grand Total	1,754	117,547	89,894·5

8. Increase of Schools and Scholars during the eleven months under report:—

Grade of Schools.	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1865-66.	1866-67.	Increase.	Decrease.
Government Institutions.								
High Schools	9	9	..	..	1,741	1,839	135	37
Middle Class Schools.	168	191	23	..	23,925	23,150	577	1,352
Lower Class Schools..	1,104	1,357	253	..	66,474	79,189	12,715	..
Female Schools.....	31	61	30	..	1,127	1,535	808	..
Normal Schools	4	5	1	..	150	165	20	5
Special Schools	3	3	..	..	112	113	3	2
Total....	1,319	1,626	307	..	93,529	106,391	14,258	1,396
Private Institutions receiving aid from Government.								
High Schools	1	6	5	..	588	2,116	1,528	..
Middle Class Schools.	5	13	8	..	834	1,892	1,058	..
Lower Class Schools .	11	23	12	..	523	946	423	..
Female Schools	10	12	2	..	1,238	1,193	..	45
Normal Schools	..	..	..	..	..	....	..	..
Special Schools.....	2	2	..	..	100	143	43	..
Total....	29	56	27	..	3,283	6,290	3,052	45
Private Institutions not receiving aid, but under Inspection only.								
High Schools.....	1	1	..	..	77	137	60	..
Middle Class Schools.	10	15	5	..	941	1,268	327	..
Lower Class Schools..	15	33	18	..	1,148	2,156	1,008	..
Female Schools	17	17	..	..	912	902	..	10
Normal Schools	..	..	..	..	..	....	..	..
Special Schools.....	..	..	..	..	..	....	..	..
Total....	43	66	23	..	3,078	4,463	1,395	10
Grand Total.	1,391	1,748	357	..	99,890	117,144	18,705	1,451

9. Net Increase of Schools and Scholars may be stated as follows :—

	Schools.	Scholars.
Government Institutions	307	12,862
Aided ditto	27	3,007
Inspected only	23	1,385
Total....	357	17,254

10. The result of the High School Education in this Department, as shown by the numbers matriculated during the year, has been as follows :—

Institution.	Number Matriculated in December 1866.
Elphinstone High School	19
Poona ditto	16
Rutnagherry ditto	9
Surat ditto	6
Ahmedabad ditto	5
Belgaum (Sirdars) ditto	3
Dhoolia ditto	3
Hydrabad ditto	3
Kurrachee ditto	1
Total....	65

Besides these the following Government Institutions succeeded in passing each one candidate :—

Poona Training College, Neriad Anglo-Vernacular School, Ahmednuggur Anglo-Vernacular School, Nassick Anglo-Vernacular School. Two candidates from Poona Civil Engineering College, and one who had formerly attended Poona College, passed.

11. The following is a corresponding table for Aided Institutions:—

Institution.	Numbers Matriculated in December 1866.
Free General Assembly's Institution	7
General Assembly's ditto	1
Sir Jamsetjee Jejeebhoy Parsee Benevolent ditto.	2
Poona Free Church Institution	2
Total ...	12

12. The results of the Collegiate instruction in this Department, as shown by the numbers who have passed the higher University Examinations during the year, are as follows:—

First Examination in Arts.

	Numbers passed.
Elphinstone College	14
Poona ditto	4
B. A. Degree.	
Elphinstone College	9
Poona ditto	6
M. A. or Honours in Arts (entitling to M. A. Degree).	
Elphinstone College	3
Poona ditto	0
L. M. Degree.	
Grant Medical College	2
LL.B. Degree.	
Government Law School	2
First Examination in Civil Engineering.	
Poona Civil Engineering College	2

13. The following is a corresponding table for Aided Institutions:—

First Examination in Arts.

	Numbers passed.
Free General Assembly's Institution	3

Book Department.

14. The amount paid into Her Majesty's Treasury of sums received from the sale of Books [including an adjustment for Rs. 1,008-11-5 of the sum allowed to the Director of Public Instruction for gratuitous distribution of books] has been during the eleven months under report Rs. 1,25,353-3-7, against Rs. 1,25,706-13-10 drawn. It so happened that within three days after the close of the official year a further sum of Rs. 6,608-15-7 was paid in, so that the amount drawn for the printing and purchase of books has been clearly covered, while a considerable stock has been laid in towards the wants of the present year. Of the sum drawn Rs. 9,838-14-1 were expended on the encouragement of Literature, which sum has also been covered by the sales of the Department.

15. The following table shows the sums drawn from and paid into the Treasury during the last four years :—

Year.	Amount drawn.	Amount paid.
	Rs. a. p.	Rs. a. p.
1863-64	71,242 5 7	81,557 9 1
1864-65	80,117 2 11	93,756 2 3
1865-66	79,995 13 10	98,904 9 4
1866-67	1,25,706 13 10	1,25,353 3 7

The increase now exhibited of more than Rs. 26,448, during an official year of only eleven months, over the amount paid in during the previous official year of twelve months, will serve to indicate the progressive state of the Department.

16. The following is a general statement of the number and value of the books issued from the Central Book Depôt during the year, as returned by the Curator :—

	Number of Copies.	Amount.		
		Rs.	a.	p.
1. Books sold for cash in Central Book Depôt.....	8,133	3,082	12	0
2. Books issued on credit	36,809	29,364	13	3
3. Books issued to the subordinate Depôts for sale	226,154	83,020	5	0
4. Books issued for printing new Editions	28	12	11	0
5. Books sold by public auction as per Resolution of the Government of Bombay, No. 264, dated the 28th April 1866....	1,882	844	5	6
Total....	273,006	1,16,324	14	9

During the latter part of the year under report, the system of issuing books on credit has been discontinued. In future tables of the above kind this item will therefore no longer appear.

17. The following table shows the number and value of the copies of School Books and Maps in different languages, printed and purchased by the Book Department in 1866-67 :—

Names of Books.	Number of Copies.	Value.		
		Rs.	a.	p.
A. *Books Printed.*				
1. English	60,000	4,280	0	0
2. Marathi	135,533	38,696	0	0
3. Gujarathi	57,000	15,213	0	0
4. Sanscrit	1,000	700	0	0
5. Hindustani	1,500	440	0	0
6. Sanscrito-Marathi	1,500	3,968	0	0
7. Anglo-Marathi	10,000	90	0	0
Total....	266,533	63,387	0	0

Names of Books.	Number of Copies.	Value.		
		Rs.	a.	p.
B. *Books Purchased.*				
1. English	44,640	43,516	4	11
2. Latin	1,329	1,412	9	5
3. Marathi	1,407	942	3	7
4. Sanscrit	941	2,114	0	2
5. Hindustani	638	350	12	8
6. Canarese	7,210	1,457	9	0
7. Anglo-Gujarathi	375	750	0	0
8. Anglo-Marathi	700	1,937	8	0
Total	57,240	52,480	15	9
Grand Total	3,23,773	1,15,867	15	9

18. The following table shows the number of Depôts subordinate to the Central Book Depôt on the 31st March last. The reduction in the number is owing to the abolition of Village School Depôts throughout the Presidency as far as possible :—

	Number of Depôts remaining on the 30th April 1866.	Ditto on the 31st March 1867.	Increase.	Decrease.
Principal Branch Book Depôts	2	..	..	2
Zilla Branch Book Depôts	17	20	3	..
Depôts attached to English Schools	9	8	..	1
Depôt attached to the Fort Proprietary School, Bombay	1	1	..	..
Branch Book Depôt at Sawant Waree	1	1	..	..
Do. do. at Indore	1	1	..	..
District Schools Depôts	483	206	..	277
Total	514	237	3	280

19. The following table shows the Building operations during the period under report:—

Division.	Buildings commenced.	Carried on.	Completed.	Actual amount expended on completed Buildings. Rs. a. p.
New Buildings.				
Central Division	28	18	12	12,940 0 11
Northern Division	25	18	35	*1,08,407 14 2
Southern Division	8	2	2	1,475 6 11
Sind Division	3	..	3	8,939 3 9
Total....	64	38	52	1,31,762 9 9
Alterations and Special Repairs to Buildings.				
Central Division	....	..	5	4,285 8 5
Northern Division	....	..	..	.....
Southern Division	....	..	..	.....
Sind Division	....	..	..	.....
Total....	....	..	5	4,285 8 5
Grand Total....	64	38	57	1,36,048 2 2

20. The following table shows the increase of Libraries in each Division:—

Libraries.

	In 1865-66.	In 1866-67.	Increase.	Decrease.
Central Division	†34	34	....	....
Northern Division	22	26	4	....
Southern Division	12	13	1	....
Sind Division	7	7	....	....
Total....	75	80	5	....

* Two other Buildings in Punch Mahals were built by the people, cost not known.

† The large Public Libraries in Bombay and Poona are not included here, as they have no connection with this Department.

Resolutions of Government on Education.

21. The chief Resolutions of Government affecting the Educational Department during the year have been as follows:—

(*a.*) No. 3,259A of 12th September 1866. Fixing Educational standards of qualification for admission to the lower grades of the Public Service.

(*b.*) Notification of 27th February 1867. Granting special allowances for the encouragement and assistance of Her Majesty's European and Indo-British subjects in following higher education, under the Bombay University.

(*c.*) Act XXV. of 1867 of the Government of India, providing for the registry and preservation of copies of Vernacular publications.

Changes in the Department introduced by the Director of Public Instruction.

21. The changes in the Department introduced by the Director have been as follows:—

(*a.*) The prescribing to Educational Inspectors of a Form of Annual Report, with the view of securing definiteness of information and of facilitating comparison between the several Divisions.

(*b.*) The publication of Notes on Schedules A and B of the Provisional Revised Rules for Grants-in-Aid, for the information and guidance of School Managers and of Inspecting Officers (Appendix F 1, page 57).

(*c.*) Rules for the use of Grant-in-Aid Standards in the examination of Government Schools (Appendix F 2, page 70).

(*d.*) Rules for First Grade and Second Grade Anglo-Vernacular Schools; that no boy is to commence learning English till he has passed a certain standard in his own Vernacular, &c. (Appendix F 3, page 72).

(*e.*) A Rule limiting the tenure of Dakshina Fellowships in Elphinstone and Poona Colleges. (Appendix F 4, page 73).

(*f.*) A Rule regulating the appointment and promotion of Assistant Masters in Government High Schools.

22. In order to obtain materials for this Report, a common form of returns was, for the first time, prescribed to Educational Inspectors. It is indeed no easy matter to give clear information about a large and complicated Department. The form prescribed was experimental, and requires improvements, but I trust it will serve as the foundation of a better system of annual reporting in the future. One of the great sources of misapprehension in educational returns consists in ambiguity of terms. And here, to obviate such misunderstanding, I would beg to point out the sense in which certain terms are used throughout this Report. By the term "Government Schools" I understand all such schools as are entirely *managed* by this Department, whether any Imperial Funds are expended on them, or not. Thus the Vernacular schools established out of Local Cess, are returned as Government schools, because they are entirely under the control of this Department, which orders the studies, fixes the fees, and appoints or removes the Masters. For the same reason, many schools in Kattyawar, being managed by this Department, though supported by the Chiefs without aid from Imperial sources, have been returned by Mr. Curtis as Government schools. On this principle, the few schools in the Point State should have been returned as Governmental; Major Waddington however appears to have entered them as "Private Schools." By the term "Aided Schools" I understand schools *managed privately*, receiving aid from Government, and inspected by this Department. By the term "Schools inspected only" I understand private schools neither managed by us nor aided by Government, but to which the benefit of Inspection

General remarks on the above statistics. Definitions of terms.

"Government Schools."

"Aided Schools."

"Schools inspected only."

by this Department is afforded at the request of the Patrons or Managers. To the term "Local Funds" a restricted meaning has been given, as in previous Reports it was customary to include under this Head Expenditure from private sources on the few schools which received aid from Government. In the present Report no sum has been entered under the head of "Local Funds" which has not been actually administered and accounted for by this Department. The only sum of Private Expenditure which has been admitted under this head has been Rupees 2,683, on account of the Peint State schools, which sum was administered by the Educational Inspector. "Private expenditure" has been indeed altogether omitted from this year's General Returns, simply on the ground that this Department could not guarantee the correctness of the amounts reported to have been spent by private School Managers. It is also in accordance with the spirit of a system, which looks only to *results* in private schools, to ignore the expenditure by which such results have been obtained. But should Government wish "Private Expenditure" returned, according to the practice of other Presidencies, nothing can be easier than to enter the sums reported by School Managers.

"Local Funds."

23. The Imperial Expenditure connected with this Department during the eleven months under report was shown above (para. 1) to have been Rupees 9,16,678-9-6. From this amount must be deducted a refund of Rupees 1,25,353-3-7, being the amount paid into the Treasury from the sales of School Books (*see* para. 15). The real expenditure from Imperial sources under this Department has therefore been Rupees 7,91,325-5-5. There are, however, other items of expenditure coming under the Budget head of "Education, Science, and Art," which are not under this Department; they are as follows :—

The Imperial Grant for Education.

	Rs.	a.	p.
* Bombay University	49,512	0	0
† Central Museum	9,989	0	2
Grant to Mechanics' Institution.....	150	0	0
Ditto to Agri-Horticultural Society..	2,790	0	0
Ditto to Bombay Branch of Asiatic Society	3,300	0	0
Ditto to Botanical Gardens	8,976	2	5
Ditto to Geographical Society	520	0	0
Total Rupees....	75,237	2	7

Thus, the total Imperial Expenditure on Education, Science, and Art, during the eleven months under report, has been Rupees 8,66,562-8-0, which, if taken for twelve months, gives

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* Details of Expenditure on the University are as follows :—

Bombay University.	Rs.	a.	p.
Allowances to Examiners.....	31,709	10	3
Registrar's Salary	3,900	0	0
Establishment of Ditto.....	1,529	0	0
Contingencies	7,490	3	1
Printing Charges	3,919	10	8
House Rent	660	0	0
Temporary Increase	165	0	0
Grain Compensation.....	41	12	0
Prize and Medals	96	12	0
Total.... Rs.	49,512	0	0

† Details of Expenditure on the Central Museum are as follows :—

Central Museum.

	Rs.	a.	p.	Rs.	a.	p.
Salary of the Curator from 27th December 1864 to 31st March 1867..	8,448	6	2			
Establishment	1,106	8	0			
Contingencies	434	2	0			
				9,989	0	2

an annual rate of Rupees 9,45,340-15-0 standing against Rs. 9,32,184-6-3, actually expended in the official year 1865-66. The rate of expenditure then for the past and the previous year appears nearly stationary, and when compared with the estimated Revenues of the Bombay Presidency for the current year,—namely Rupees 8,75,93,700 (*see* Resolution of the Government of India, No. 405, dated 10th April 1867), it appears to bear the ratio of $1\frac{1}{12}$ per cent. to the Presidential Revenues. This proportion must be admitted to be small, especially when it is considered that in England the Parliamentary grant for Education during 1866-67 was £1,030,660, which on an Imperial Revenue of £68,000,000 gives a proportion of more than $1\frac{1}{2}$ per cent., and that the English Parliamentary grant is almost entirely for subsidies to Primary Schools, whereas in this country the education of the people implies not only the diffusion of primary instruction, but also the introduction of higher learning and science, and the doing for India of all that the richly endowed Universities, and ancient Grammar Schools, and centuries of refinement have done for England. Were 2 per cent. per annum on the Presidential Revenues allowed to Bombay for "Education, Science, and Art," the whole aspect of this Department and of the University might, in my opinion, be speedily changed for the better.

Increase in the rate of Imperial Expenditure due to extension of the Grant-in-Aid system.

24. I have shown above (para. 3) that the chief item of increase of Imperial Expenditure under this Department consists of Grants-in-Aid to Private Schools and buildings. Part of this consists of extraordinary grants (*e. g.* Rupees 22,207, for the School-buildings of the Great Indian Peninsula Railway Company), the rest is due to the favourable working of the newly introduced system of Grants-in-Aid by payment for results. Under this system new grants have been awarded to the amount of Rupees 20,293-8-0, as shown in the subjoined Table:—

No.	Name of Institution.	Amount.
		Rs. a. p.
1	Poona Seminary	485 0 0
2	Pensioners' School, Poona	350 0 0
3	Bishop's School, Poona	590 0 0
4	Scottish Orphanage, Mahim	830 0 0
5	Anglo Vernacular School, Hydrabad (Sind)	710 0 0
6	English Mission School at Surat	1,143 0 0
*7	General Assembly's Institution, Bombay	1,449 0 0
*8	Ditto Vernacular School, Bombay	55 8 0
†9	Indo-British Institution, Bombay	1,214 0 0
10	St. Mary's Institution, Byculla	3,270 0 0
11	St. Stanislan's School, Bandora	479 0 0
12	St. Xavier's Boys' School, Cavel	1,120 0 0
13	St. Joseph's Girls' School, Cavel	459 0 0
14	Poona Convent School	2,180 0 0
15	Free Church Missions Ang.-Ver. School, Poona	2,528 0 0
16	Ditto Ver. (Hindustani) School	53 8 0
17	Ditto Ver. (Marathi) School	46 0 0
*18	Free Church General Assembly's Institution	2,315 0 0
11	Egutpoora School	*115 0 0
20	Robert Money Anglo-Vernacular School, Bombay	1,530 0 0
21	Ditto Vernacular do. Bombay	49 8 0
22	Church Missionary Society's Anglo-Vernacular School, Sharanpoor	72 0 0
23	Ditto ditto Vernacular School, Sharanpoor	164 0 0
24	Ditto ditto Vernacular School, Malligaum	111 0 0
25	Ditto ditto Ang.-Ver. School, Kurrachee	654 0 0
26	Ditto ditto Ver. School, Makmalabad	25 8 0
*27	Ditto ditto Ver. School, Pydhoni, Bombay	60 0 0
*28	Ditto ditto Ver. School, Khetwadi, Bombay	48 0 0
*29	Ditto ditto ditto Lower Mahim	32 0 0
*30	Ditto ditto ditto Matoonga, Bombay	32 8 0
*31	Ditto ditto ditto Malabar Hill, ditto.	22 8 0
32	Pensioners' School, Belgaum	685 0 0
33	St. Patrick's School, Kurrachee	550 0 0
34	Indo-British Institution, Kurrachee	880 0 0
	Total.. Rupees	24,308 0 0

* The amounts for the Schools marked thus * in the above List were drawn in the current year 1867-68.

† Out of the Grant set down to the Indo-British Institution, Bombay, Rs. 410 is on account of a Grant for 1865-66, drawn in 1866-67.

25. It has been above shown (para. 5) that an apparent decrease in Local Funds Expenditure, to the amount of Rs. 2,00,000, has been caused by the exclusion of Private Expenditure from the Head of Local Funds. In Gujarat there has been an actual decrease of Local Funds expenditure to the amount of Rupees 63,713, owing to the accumulations of two years' Local Cess having been expended on School-houses in that Division during 1865-66 (see Mr. Curtis' Report, Appendix A 3, p. 68). On the other hand there appears to have been an increase of expenditure from Local Cess in the Central Division of about Rs. 30,000, in the Southern Division of about Rupees 12,000, and in Sind of about Rupees 6,100. The increase of School Fees throughout the Presidency may be stated as follows:—

Decrease in expenditure from Local Funds only apparent.

	Fees.	
	1865-66.	1866-67, for eleven months.
	Rs. a. p.	Rs. a. p.
Central Division	92,622 12 4	94,257 2 7
Northern Division	25,912 1 6	31,975 12 0
Southern Division	10,857 12 7	13,488 8 7
Sind Division	4,583 0 10	3,688 14 3
Total....	1,33,975 11 3	1,43,410 5 5
Net Increase during eleven months of 1866-67 .... Rs.	....	9,434 10 2

Another source of Local Funds may be mentioned, which has been opened this year for the first time, namely the assignment of Rs. 10,000 per annum by the Worshipful Bench of Justices in Bombay, for the extension of Primary Schools within the island (see Major Waddington's Report, App. A 1, p. 24). This assignment was much wanted, and

will be very useful, and I trust that hereafter it may be increased.

Progress and working of Local Cess.

26. I continue to receive from Inspectors the most cheering accounts of the operation of the Local Educational Cess. Mr. Russell writes as follows :—

"The Cess operations have already begun to bring the subject of popular education before both the masses and their rulers in a somewhat different and clearer light than before. The people are beginning to look on schools as necessary popular institutions, and not merely as a part of the administrative machinery of a foreign government, with which they have little or no concern. The Cesspayers now want something in return for their money, and the school attendance of the agricultural classes is increasing. The troublesome and precarious resource of "popular contributions" for schoolmasters' salaries is dispensed with, since the levy of the Cess (but the people are too apt to think that the Cess is sufficient for all their school requirements, or, at least to allege this as a ground for refusing further local contributions, even when urgently needed). Another good effect of the Cess is the good example it sets to Inamdars, Jahageerdars, &c., and their people, who see its operations, however humble at present, in the neighbouring British Territory. For instance, I and my deputies have been asked by the people of non-Government villages to get the School Cess levied for them."

Mr. Curtis reports as follows :—

"The Local Cess continues popular, and from the numerous petitions received from the people for Schools and School-houses, it seems that they are determined to receive the full benefit of the money they contribute towards the extension of Education. In many places where new School-houses, erected from Local Funds,

were used for the first time, the people raised subscriptions to feast the pupils, and made the day one of rejoicing; and this without any hint from our Department. The sum of Rupees 428 in nine places in the Surat Collectorate alone, was subscribed and spent in this manner."

The expenditure of the Local Cess has been strictly limited to meeting (in the first place) the wants of the people for Vernacular, or, as we call it, "Primary," education. And the operation of this rule is most salutary. The money collected has been expended on the sort of Schools required by the class of people (the cultivators) by whom it was subscribed. And the result has been to infuse into this class, for the first time, some interest in education. I have been struck when travelling in the country districts by the large proportion of the sons of cultivators to be found in every Village School. The people, as a rule, look upon the Local Educational Cess as a voluntary contribution, they feel a certain amount of pride and pleasure in it, and are apparently eager in looking for advantages to be derived from it. The people by this Cess provide for themselves, wherever it is levied, the means of primary instruction, and I think that there are four boons which, in acknowledgment of this, they may fairly look to Government to guarantee them: 1st, that every Talooka shall have its First Grade Anglo-Vernacular School, supported by an Imperial grant and fees; 2nd, that each Zilla shall have its High School, supported in the same way; 3rd, that every School-building for which an assignment is made by Local Cess Committees shall receive an equal subsidy from Government; 4th, that some provision shall be made for insuring pensions, under the ordinary Uncovenanted Service Rules, to Local Funds Schoolmasters. These principles have as yet been by no means recognized. There has been apparently some misapprehension as to the exact nature of the Local Educational Cess in this Presidency. The Supreme Government has spoken of it as "a part of the Land Re-

venue set apart for Educational purposes," which is far from accurately representing the character of this contribution. Owing apparently to this misunderstanding, there has been an unwillingness to sanction proposals which, I humbly think, were fairly due to the people. The request made by me in January 1866 (see my last year's Report, para. 51), for the reorganization or establishment of nineteen Anglo-Vernacular Schools in different parts of the Presidency, which was forwarded to Calcutta with the approval of this Government in June 1866, had not, at the conclusion of the year under report, received the sanction of the Supreme Government, and the want of this sanction has been felt to be a serious impediment to the proper advance of the Department (see Major Waddington's Report, Appendix A 1, p. 20, and Mr. Russell's Report, Appendix A 2, p. 63.) Again, the grant of Rupees 50,000 for school-building purposes, which I had understood to have been applied for by my predecessor as an *annual* grant, was withdrawn in the year under Report, and when I applied for its continuance and augmentation, with the express view of aiding the operations of Local Funds Committees, it was replied that assignments for School buildings from Local Cess were not eligible for subsidies from Imperial sources. On this point Mr. Curtis observes :—

> "Nothing so much conduces to the popularity, efficiency, and permanency of our schools as a good school-house. These substantial buildings are evident signs that we and the people are in earnest; and I trust our operations in this direction will not cease till every school in the Division has a good house in which to assemble. This, however, we shall be utterly unable to accomplish, unless the Government of India will look upon 'Local Cess' contributions for buildings as 'Popular Contributions,' and allow them to be supplemented by Imperial Funds, as in the case of Municipal Fund assignments, &c. The Local Cess is not a portion of the Land Revenue, but a payment *in addition* to it;

and, in some, if not in all, parts of Guzerat, is a voluntary payment, as pointed out in my letter to you, No. 395, of the 14th May 1867; and unless the Cess be considered a 'Popular Contribution,' Bombay will never, it appears to me, be able to obtain its fair proportion of the Imperial money assigned to Education in India."

The question of pensions for the masters in Local Cess Schools is really a very simple one. These men are entirely under this Department, and are in every way quite undistinguishable from all other Schoolmasters employed by us, except in the one point that their salaries are "ear-marked," as coming from the Local Cess. It seems unjust then to deny them the prospect of pension allowed to every other servant of the Government. At the same time such a disqualification must act disadvantageously in preventing us from getting for the Local Cess Schools as good a class of men as would otherwise be procurable. Nothing however could be more easy than to provide pensions for Local Cess Schoolmasters, without any additional burden to the State, by allowing the payment into the Treasury of a calculated percentage on all salaries assigned by Local Committees. The question is, I believe, under consideration of Government.

Working of Grants-in-Aid system.

27. The Grants-in-Aid system on the principle of payment for results may now, for the first time, be reported as having come into extended operation in this Presidency. Rupees 24,308 have been awarded under this system to schools, the great majority of which were never previously aided by Government or inspected by this Department. The Inspectors are unanimous in their favourable testimony to the success of the system. Major Waddington writes:—

"The Revised Rules published in February 1866 have

had a fair trial during the year, and I have personally examined all but two of the schools applying for aid under them. The system is, I am convinced, an admirable one, and while it meets with the cordial approval of school-managers, it ensures, as far as any system can, a due economy of the public funds."

Mr. Moore writes as follows:—

"This system has made a fair start in the Province. The Mission Schools at Hydrabad and Kurrachee have been examined under the standards during the year. The Saint Patrick's (Roman Catholic) School has since been examined, and the Marathi School has been registered for examination. I consider that the introduction of this system is calculated to exercise a very beneficial effect. The system of marking is minute and tedious to the Examiners, but it has its advantages. It enables a comparison to be drawn between schools of the same class, and it thus inspires the masters and pupils with emulation. It moreover greatly assists the Inspectional Staff, for after a school has once been examined and marked, it enables the Inspector to judge at the next examination what progress a school has made during the year; and to private Scholastic Institutions it affords liberal pecuniary assistance, for want of which the efforts of many such schools are retarded."

From a Departmental point of view the system is, of course, most satisfactory, for it stimulates the Managers of private schools to fresh exertion in the improvement of their pupils; it tends to the constant raising and keeping up of the schools; it prevents the attention of teachers being concentrated on the best pupils to the neglect of others; it relieves the Inspecting Officer of all responsibility in stating his "impressions;" it gives a reason for every increase or diminution of Governmental aid; it is a liberal and yet an economical system, for not a rupee is paid except for actual

progress in a pupil, and though an efficient school may obtain under the system, a third of its expenses from Government, a school must be exceptionably efficient to obtain a higher rate of aid than this. But, as far as we have gone, the system appears to be not only popular with this Department, but also, almost equally so, with the managers of Private Schools. There is no doubt that it will obtain considerable extension and be productive of great good in the future. For examination during the present year I have registered seventeen additional schools (see Appendix E), * and I shall cordially welcome every fresh advance which the system makes, being confident that, as long as it is properly administered, it is a just system, and that it will tend to produce an amount of secular instruction, which Government could not otherwise have produced except at far greater cost. The grants hitherto awarded "for results" have been made to schools previously existing, and have been almost confined to the large towns of Bombay and Poona, (see above para. 22); but I already see traces of the action of the system in calling schools into existence. When the Missionary Societies, Railway Companies, and analogous bodies have done their part in school extension under this system, the question will arise how far the native communities will take it up. And with regard to this, it must be remembered that the Grant-in-Aid system implies effective school management by private bodies, which implies local enlightenment. And, therefore, I would say that it would be hardly fair to the people who bear the burden of a Local Cess, and are eager for instruction, if Government were entirely to wait upon the development of a Grant-in-Aid system, especially in a country like this. I think that this system should for the present be looked on as subsidiary to the operations of Government, and should not be made to set aside the principle suggested above (para. 26), that an Anglo-Vernacular School should be provided for the people

* Two Schools have been added since the printing of the Appendix.

in every Talooka, and a High School in every Zillah, at the cost of the State. There are two other considerations which I would venture to submit in connection with our recent inauguration of the Grant-in-Aid system; 1st, that there are some things which we can never look to this system to supply for India, namely, the introduction of higher learning and science; 2ndly, that the development of the system will call imperatively for the maintenance of a high class of Educational Inspectors, and therefore for placing the superior appointments of the Educational service on a better footing than they hold at present.

Number under Instruction and cost to Government.

28. The table given above (para. 7) shows a gross number on the rolls:—

In Government Institutions of		106,794
In Aided ditto of		6,290
In Private ditto (Inspected only) of		4,463
Total....		117,547

The population, according to the last estimates, is stated at:—

In the Central Division	6,615,080
In the Northern ditto	4,702,448
In the Southern ditto	2,604,081
In Sind	1,853,504
Total....	15,775,113

So that the number of pupils on the rolls of Educational Institutions inspected by this Department bears to population a ratio of ·7451 per cent.

Setting aside the pupils in Colleges, the average daily attendance in Government Schools amount to 81,324·9, and the total cost of their instruction to Rupees 8,37,290-9-10, which gives a total cost of Rs. 10-4-8 per head for the pupils actually instructed throughout the year in Government

Schools. Deducting Fees and other Local Funds, the cost to Government per head of pupils under actual instruction in Government Schools has been Rs. 4-14-2.

The average attendance of pupils at aided Institutions is stated as 5,134, and the cost to Government per head of their instruction has been Rs. 13-12-3.

Increase of Schools and Scholars.

29. The table in para. 9 shows a net increase of schools and scholars during the year as follows :—

	Schools.	Scholars.
Government Institutions	307	12,862
Aided Institutions	27	3,007
Inspected only.....	23	1,385
Total....	357	17,254

The increase in aided schools and scholars is not an actual increase of instruction in the Presidency, but chiefly shows schools not previously aided, and now for the first time brought on the returns of this Department. For the details of increase in Government schools and scholars, I beg to refer to the Reports of Educational Inspectors in Appendix A.

Results of Inspectors' Examinations of Government Schools under prescribed Standards.

30. As mentioned by me in my last Annual Report (para. 45) the standards laid down in the Provisional Revised Rules for Grants-in-Aid have been prescribed to be universally used by Inspecting officers in their examinations of Government schools. The object of this change was in the first place to secure definiteness and accuracy of reporting, in the second place to facilitate a comparison between Private and Government schools. At the very outset a point of contrast between the two classes of Institutions presented itself; for it was found that the pupils of Missionary schools were so comparatively

backward in their Arithmetic, and in their knowledge of their Vernacular, that it became necessary to lay down the rule that in examining Government Anglo-Vernacular schools under the standards of Schedule A, "the Heads of *Vernacular* and *Arithmetic* are to be always taken from the standards next above that in which the boy is examined in English" (see Appendix F 2, p. 70). This fact might of course be stated otherwise, namely, that the pupils of Government schools are comparatively backward in English. But the impression on the mind of the Inspectors seems to have been that Arithmetic and the Vernaculars are somewhat neglected in the Missionary schools, in express reference to which, our Grant-in-Aid standards were originally drawn up. When these standards were in course of formation there was an impression that the subjects of History and Geography were indefinite, and therefore not fitted to be made subjects of examination under a system of payment for results. Therefore, in adapting these standards to the circumstances of Government schools, I was obliged to add History and Geography as supplementary subjects (Appendix F 2.) It has subsequently been represented to Government that there will be little difficulty in examining in these subjects for Grants-in-Aid, and Government have recently been pleased to sanction their addition to the standards of Schedule A. As might have been expected, there was considerable difficulty about introducing the system of examining Government schools under standards, especially with the various modifications which we were obliged to make in them. The Inspectors unanimously report that the system has not yet been fully understood, and it must be considered to have been as yet only on trial, or at all events as only in its infancy. I hope that the difficulties of the plan may be overcome, as I think its advantages are beyond doubt. The Inspectors of the Central and Northern Divisions, and of Sind, have given tables of the results of the examinations made under the standards in their respective divisions, and if any one will take the trouble to compare

these tables with the standards of Schedule A. given in a footnote to Appendix F 1, p. 55, he will be able to form a definite notion of the attainments of pupils in the schools of this Department. It will be observed that Mr. Curtis roughly returns the boys examined by himself and his Deputies, as passed under each *Standard*, whereas Major Waddington and Mr. Moore, more accurately and judiciously, return them as passed under each *Head* of a standard (see the "General Rules for passing under Standards," laid down in my Circular, Appendix F 1, p. 67.)

On the present state of Government Institutions. (*a*) Arts Colleges.

31. Of the Government Arts Colleges (Elphinstone and Poona) I have still to report that, under considerable difficulties, they maintain a high state of efficiency. Judging from actual results in the students they turn out, there is no branch of the Department that I contemplate with greater pleasure. These results are entirely due to the high character, attainments, and zeal of the Principals and Professors. But the Professors are too few in number. Both colleges are under-manned in teaching power. There is no Professor of Latin or of History attached to either College. The Professors of English, Logic, and Sanskrit in each College have in the most praiseworthy manner divided the Latin classes among themselves, thus voluntarily teaching a subject not included in the duties of their own appointments. History is voluntarily taught by the Principal of the Poona College, and in Elphinstone College the subject is divided between the English and the Sanskrit Professors, who receive a small remuneration for the extra work. But it is impossible to get great subjects properly taught in this supererogatory way. And considering the importance of History, not only as a branch of education, but also as connected with the formation of political opinion, I trust that ere long the appointment of Professors of this subject may be sanctioned.

32. I have already pointed out to the Government of Bombay that Elphinstone College has been deprived of a

Professorship of History, owing to the application by the Trustees of a large amount of the Elphinstone Funds; 1st, to the establishment of a (sinecure) Secretary to the Trustees, drawing Rupees 3,600 per annum; 2nd, to the payment of Rupees 4,000 per annum towards the pension of an Ex-Principal of the College. This pension was awarded to the gentleman in question, by Government, on the Uncovenanted Service Rules, and could only have been made chargeable on the Elphinstone Funds on the erroneous supposition that Elphinstone College is an "Aided Institution," whereas, without doubt, it ought to be considered merely as a Government Institution which has received a popular contribution. My representations have been some time under consideration, and I trust that ultimately the Elphinstone Funds may be allowed to revert, in their entirety, to educational purposes.

33. A second great difficulty which the Colleges have to encounter, lies in the inferior condition of the High Schools of the Presidency. This weak arm of the Department has been a never ceasing matter of complaint, and I regret that the small measures of improvement solicited by me for the High Schools and their feeders (see my last Annual Report, para. 44) had not at the close of year under report received sanction. On the difficulty caused by the raw and uncultivated condition of mind in which most of the Matriculated Students from High Schools join the Colleges, I beg to refer to the remarks of the Principal of Elphinstone College Appendix B 1, para. 11.

34. A third cause for the depression of the Arts Colleges, in point of numbers, consists in the want of appreciation by the richer natives of the advantages of collegiate education. Generally speaking, the natives of this Presidency have shown considerable good sense in availing themselves of the education provided, or aided, by Government. But this is far less the case with regard to higher education, in respect of their appreciation of which, the inhabitants of Bombay pre-

sent an unfavourable contrast to those of the Bengal Presidency. In the last Report of the Calcutta Presidency College, I find a classification of the students on the rolls according to the social position of their parents. This return shows 109 students as the sons of "Zemindars, Talookdars, and other persons of independent income," against 108 sons of "Government servants and pensioners," 76 sons of "Merchants, Bankers, Banians, and Brokers," 41 sons of "Professional persons," 56 sons of "Shopkeepers," and 95 "others." I have not as yet received such a classification of the Elphinstone and Poona College students, but when it is made I doubt not that the contrast of social position of the students, will be very much to the disadvantage of our Colleges. Not only is any class like that of the sons of Zemindars entirely wanting in our Colleges, but also the Native merchants of Bombay themselves seem to have most narrow views as to the value of collegiate education. Even rich men, as I have personally found in more than one instance, object to the payment of a ten Rupees fee for their sons. They have not yet got rid of the notion that in a Government College education should be given gratuitously. They forget that they are only asked to pay Rs. 120 per annum for education which costs, as yet, Rs. 605-4-4 per annum for each student attending.

(*b*) High Schools.

In speaking generally of the backward condition of the Government High Schools of this Presidency, I refer *first* to the small number of boys from them who have succeeded in passing the Matriculation Examination during the year, namely 65 in all, out of which 19 were from Elphinstone High School, and 16 from Poona High School. This number stands against 70 matriculated last year, so that in this respect, at all events, there has been no improvement. *Secondly*, to the raw and uncultivated state even of these passed candidates, who come to the Colleges with very little general knowledge, without taste or literary feeling, and generally without even the rudi-

ments of a classical language. *Third* to the inaccurate way in which English is taught in the High Schools, as testified by the mistakes of idiom and grammar which cling to the University students throughout their career, and which only a few of the best graduates, even ultimately, succeed in shaking off.

37. In pointing out these deficiencies, I do not mean to throw blame on the Head Masters, whose exertions have been exceedingly praiseworthy. But the difficulties they have had to contend with have been hitherto almost insurmountable, *first*, in the material they have had to deal with, namely the boys sent up from Anglo-Vernacular Schools; *second* in their assistant masters, of whom the great majority are raw youths, who have barely succeeded in passing the Matriculation Examination. The University is the great Normal School for Assistant High Schoolmasters, and at present we are involved in a circle. The University is depressed because the High Schools are not better, and the High Schools are depressed because the University does not furnish more and better Scholars to be assistant masters. This state of things will gradually work itself out, and we may look to see the High Schools flourish when every First Grade High School has a European scholar for its Head Master, and none but graduates of the University for its assistant masters, and when this is the case we may look in turn to see the Colleges and the University improved.

38. On the whole, during the year there has been progress and amendment in the High Schools. I have especially to advert to the reorganization of Rutnagherry and Dhoolia Second Grade High Schools, by the praiseworthy exertions of Messrs. Ranikrishna Gopal Bhandarkar, and Vithal Narayan Pátak (see Major Waddington's Report, Appendix A 1, pp. 19, 20). Mr. Kirkham, who was very successful in the management of Poona High School, has now been promoted to be Principal of Elphinstone High School. He has been succeeded at Poona by Mr. Jacob, of Worcester

College, Oxford, who has commenced his work with zeal and ability, and has already organized a class of 60 Latin Students. Ahmedabad High School has been recently placed under Mr. Dallas Hill, B. A., of Pembroke College, Cambridge, and will now begin to take a better position. Belgaum High School is, I hope, being consolidated, under Mr. Bellairs, M. A., of Pembroke College, Oxford. The High Schools of Sind, in matriculating four students, have done all that could be expected from the backward state of that province.

(c) Anglo-Vernacular Schools.

39. The classification of schools proposed in my last year's Report (para. 44) has been successfully carried out. In my Circular No. 1393 (Appendix F 3) will be found a complete definition of a First Grade Anglo-Vernacular School, as conceived in this Department, and also the standards to be passed before a boy may commence learning English in a Second Grade Anglo-Vernacular School. The operation of the rules in the above Circular has caused a decrease of 775 in the attendance on Middle Class Schools generally. Owing to want of sanction from the Government of India, I have not yet been able to carry out the reorganization of Anglo-Vernacular Schools, proposed in my last year's Report (para. 51). Through this cause the improvement of education in this Presidency has been a good deal retarded.

(d) Vernacular Schools.

40. The numbers in attendance in "Lower Class" Schools during the past year has been :—

	Pupils.
At Government Vernacular Schools	79,189
At Aided ditto	946
At Inspected ditto	2,156
Total....	82,291

The Total net increase of pupils in Government Institutions over the previous year, appears to have been 12,862, and out of this number 12,715 are due to an increase in the Government Vernacular Schools (see paras. 8 and 9). That fact alone suffices to show the direction in which this Department has been successfully working. While Middle Class, High School, and University Education has been nearly stationary, Vernacular Education has been spreading steadily over the country. The cultivator class has especially come under its influence, and it is from this class, under the operation of the Local Cess system, that the main part of our increase of pupils has been obtained. The Vernacular Schools in this Presidency are all entered under the general head of "Lower Class Schools," but there is a considerable range of difference between the inferior and the superior Vernacular School. For the first classes in superior Vernacular schools, a Standard V. has been introduced, consisting of (*1st*) Arithmetic, complete; Euclid, 1st Book; Algebra, Equations; Mental Arithmetic, complete. (*2nd*) Vernacular Writing, from Dictation; Original Composition in Vernacular. (*3rd*) Reading Vernacular Newspapers; Paraphrasing Vernacular Poetry. (*4th*) Vernacular Grammar. (*5th*) History and Map-drawing of India. (*6th*) History of England (*see* Appendix F 2, p. 71). In the Northern Division Mr. Curtis reports 46 boys to have been examined, and 41 to have passed, under this very high Standard. Under Standard IV. (*see* Appendix F 2), 237 are reported to have passed in the Northern Division, about 326 in the Central Division, and about 51 in Sind. The numbers passed in other standards may be seen by reference to the Inspectors' Tables. But the whole system of examination under Standards has not yet been brought into full working, and the results cannot be absolutely depended on.

Mr. Russell says in his Report, para. 10—

"No purely Vernacular School, that I know of, brings boys fully up to Vernacular Standard IV. (in this

Division). As a rule, half the boys in Vernacular schools are merely Ankwálas, writing the letters of the alphabet on sand-boards, and learning tables by heart, and are below the lowest Vernacular Standard, which requires reading First and Second Books. Of the other half, or 50 per cent. in each school, presented for examination under the first three Standards, about 30 would pass, as follows :—

2 under Standard III.
3 under Standard II.
25 under Standard I."

This estimate gives a clear conception of the backward state of the Canarese Vernacular Schools, as compared with those in other parts of the Presidency.

(c) Colleges for special education. Grant Medical College.

41. The Medical College of this Presidency suffers no less than the Arts Colleges from the inefficiency of the High Schools. The small number of 18 Matriculated Students, was in attendance on the College Classes at the close of the year under Report. And of these it is complained by the Professors (see Appendix B 3, p. 13) that the majority are too imperfectly acquainted with English fully to profit by the Lectures. However, one formerly existing cause of the depression of the College has been removed by the sanction which the Government of India have accorded to an increase in the emoluments of Medical Graduates in the Service of Government. Probably owing to this encouragement, a [illegible] of Arts of the Bombay University has recently (this being the first instance of the kind) joined the Medical Colle[illegible]

Poona Civil Engineering College.

42. I have every reason to believe that this Institution, which in the previous year was affiliated by the University, has made a fair start. In October 1866, the College was thoroughly examined in all its parts by two special Visitors (Captain Haig, R.E., and H. Coke, Esq., M.A.)

appointed for the purpose by Government, and their report was generally favourable. They expressed their opinion in detail on the requirements of the College, and I have addressed Government on the subject. This College during the the year sustained a great loss in the untimely decease of the Rev. P. Cassidy, its accomplished Lecturer in Chemistry and Geology. This event renders doubly urgent one of my applications, namely for a Professor of Chemistry, who, when he is appointed, will be able to give lectures also to those students in the Poona Arts College, who may be taking up this subject. The Civil Engineering College will never attain its full development till (1*st*) an adequate teaching staff has been sanctioned; and (2*nd*) the college building, now in course of erection, has been completed. It is almost needless to repeat that every qualified student which this College can turn out, whether from its University department or its Vernacular classes, will be valuable to the country at the present time of public work extension.

Government Law School.

43. The Law classes continue to attract a large proportion of the *élite* of the Arts graduates and other rising students of the University. This is no wonder, considering the brilliant openings for an independent career in Law, offered to native students by the liberality of the High Court, under the present Chief Justice, Sir Richard Couch. Among the encouragements afforded during the past year I have to mention (*a*) the diminution in the period of articled service for Solicitorships in the High Court, accorded to University graduates in the Resolution of the Honorable Judges, dated 28th August 1866; (*b*) the appointment by the Chief Justice of a Hindoo Bachelor of Laws to be Deputy Registrar on the Appellate Side of the High Court.

(*f*) Normal Schools.

44. There are altogether five Normal Schools under this Department, with a total number of 165 pupils on the rolls, being an increase of one school and 15 pupils over last year's return.

I am not at all satisfied with the working of these schools, especially of the so-called Poona Training College. Attention to the subject will be given during the present year. An application made by me more than a year ago for improvement in the establishment of the Ahmedabad Training College has not yet received an answer.

(*g*) Female Schools.

45. The amount of Imperial Funds expended on Female Education during the year has been as follows:—

On Government Female Schools.

Central Division	Rs.			301	8 0
Northern Division	„			39	8 0
Southern Division	„			....	
Sind	„			....	
Total	Rs.			341	0 0

Aided Institutions.

Central Division.

Poona Convent School	Rs.	2,180	0 0		
Cavel Girls' School (Portuguese)	„	459	0 0		
Indo-British	„	466	0 0		
				3,105	0 0
Total	Rs.			3,446	0 0

So that actually only Rs. 341 of the State Funds has been spent in this Presidency during the year on *Native* female education, which indeed Government can hardly be said to have commenced undertaking in Western India.

In the Northern Division, where 2,301 Native Girls are returned as under instruction, the Schools are all but entirely supported by private endowments, though managed by this Department. In the Island of Bombay the Parsee Schools (privately supported) are the most successful Native Female Schools in the Presidency. Throughout the Central and Southern Divisions I have found here and there (*e. g.* at

Poona, Sattara, and Belgaum) a few wretched little schools which appeared to be regarded equally by Inspectors, Deputy Inspectors, and all others concerned (including the Masters themselves) as merely *dilettante* institutions, not to be strictly criticized or treated with seriousness. In Sind no attempt whatever at introducing Female Education appears to have been made. The impression which I have generally received in travelling has been that all through the Marathi, Gujarati, and Canarese countries (for of Sind I am not able to speak), it will be perfectly possible to introduce, with the full consent of the people, Primary Female Schools, to be attended by girls up to ten or eleven years of age. For this purpose I applied some months ago to Government for an annual grant of Rupees 30,000, to be expended in various ways according to the differences of local circumstances, but always with the view of establishing in every town and large village, a Primary Female School. As yet no answer on the subject has been given by the Supreme Government. Such schools will require, before all things, to be put on a footing of strict inspection, with careful registry of attendance, and with entire abolition of the present purposeless system of annual "exhibitions," at which two or three girls exhibit the reading of a page (perhaps learnt by heart), and *all* the girls get prizes, irrespective of their attainments or attendance. One great step has already been taken, in the past year, towards bringing Female Schools under regular criticism, and that is the introduction of standards of examination. From reference to the returns of Inspecting Officers it appears that in the Central Division about 15 girls passed the Vernacular Standard III.; 51 passed in reading and writing, and five in geography, under Standard II.; 76 in writing only (syllables) under Standard I. In the Northern Division 240 girls are reported to have passed under Standard I.; 100 under Standard II.; 71 under Standard III.; 23 under Standard IV.

This poor result of the Inspectors' Examinations will un-

doubtedly lead the way to better things. The first step is to get rid of the element of uncertainty, and to know exactly what the girls' schools have done as yet. In proposing the establishment of only Primary Schools for girls up to ten or eleven years of age, I have confined myself to what I know to be feasible in present circumstances. Gradually, as social ideas are modified in this country, something more than primary instruction for women will become possible.

Miss Carpenter's visit.

46. In connection with the above subject must be mentioned, as one of the public events of the year, Miss Carpenter's philanthropic visit to India, with the express purpose of seeing what could be done to promote the education of the women of this country. Miss Carpenter's chief attention in this Presidency was drawn to Ahmedabad and to Bombay, and, having seen the female schools in these places, she at once pointed out (what many have long felt) the disadvantage of none but male teachers being provided for these schools. After much discussion of the subject with Miss Carpenter, the leading inhabitants of Ahmedabad and some native gentlemen in Bombay severally addressed petitions to Government soliciting the establishment of Normal Schools for the training of female teachers, and at the same time Miss Carpenter addressed to Government a memorandum embodying her conception of the arrangements to be made in establishing the Normal Schools which had been solicited. Miss Carpenter's inexperience of India naturally caused some of her proposals to require modification, but many of her suggestions were valuable, and the whole subject of the proposed Normal Schools is now under the consideration of Government. The natives of this country expressed gratitude to Miss Carpenter for her sympathetic exertions. And this Department may well recognise the advantage of an external and private stimulus to the question of Female Education. As to the proposed Female Normal Schools, highly desirable as they are, it must be remembered that to

place women in positions of responsibility as teachers and managers of schools will be in this country a perfect novelty, and that the whole carrying out of the plan is sure to be attended by all sorts of difficulties, which however we must hope in time to overcome.

State of "Aided Institutions."

47. The great majority of Private Schools of all grades, receiving aid from Government, and inspected by this Department, are to be found in the Central Division; and for a brief estimate of the present state of these Schools I beg to refer to Major Waddington's Report (Appendix A 1, pp. 25, 26). I beg at the same time here to offer my acknowledgments to Major Waddington of the ability and discretion with which he has carried out the examinations of schools under the "Provisional Revised Rules for Grants-in-Aid," in the drawing up of which he himself had a considerable share.

Education of European and Indo-British children.

48. Contemporaneously with the extension in this Presidency of the Grant-in-Aid system, which will assist all classes in the community alike, there has been a considerable movement towards the providing of both Middle Class and High School instruction for European and Indo-British children. The Diocesan Board of Education, which came into existence just before the commencement of the official year, appears (see pp. 19, 20 of their *First Report*) to have aided three new schools in Bombay and one at Poona. The Great Indian Peninsula Railway Company has established, or is establishing, schools of their own at the large stations of Lanowlee, Egutpoora, and Bhosawul; and the Scottish Education Society (recently created) has established a High School in the Fort of Bombay. Quite unconnected with these movements, but calculated in the highest degree to encourage and assist them, was the Notification of the Government of Bombay, published under date the 27th February last, offering special allowances to boys

of European and Indo-British parentage who, after reaching a certain standard of qualification, should continue to study for and in the University of Bombay (*see* Appendix D, p. 48). This Notification arose out of the expression of a wish by Her Majesty's Secretary of State (the present Lord Halifax), in his Despatch No. 2, dated 30th January 1864, that a boarding-house might be established in this Presidency for European boys pursuing the University course of study. After much consideration of the subject, it was thought better, instead of going to the expense of a boarding-house, to offer stipends or exhibitions, tenable under conditions of respectable surveillance, to boys boarding wherever might be most convenient. When the plan was under consideration not a single European or Indo-British boy had gone through the University course. The whole measure was therefore experimental, and was passed in uncertainty to what extent persons would avail themselves of the privilege offered. Up to the present time special allowances have been claimed for one boy who has passed the First Examination in Arts, and for seven boys who have passed the prescribed standard of preparation for the University. Doubtless when the numbers of claimants increase, Government will limit the number of special allowances to be awarded annually, and then these allowances will assume the character of exhibitions, to be competed for amongst the best European and Indo-British students. At a trifling expense to the State they may be expected to produce very advantageous results, by bringing the different classes of Her Majesty's subjects together within the University, and by introducing a new element among the college students.

Education of Native Princes and minor Chiefs.

49. Among the educational events of the year I have to record steps in the direction of that all important end, the education of Native Princes. The first of these was met by difficulties at the outset; its history is briefly as follows: His Highness Maharaja Scindia early in 1866 addressed a Kharita to the Viceroy, requesting His Excellency

to select and appoint a European gentleman to be tutor to His Highness' adopted heir (aged 13). As it was necessary that the tutor should be well acquainted with Marathi, the only language known by the minor in question, the Bombay Government was applied to, to nominate a qualified gentleman. After due inquiry I had the honour to recommend for the tutorship an artillery officer, employed in the Revenue Survey, who knew Marathi and Hindustani, and who appeared to possess the requisite qualifications for so difficult and delicate a post. In order to obviate as much as possible future misunderstandings, I submitted on the part of the selected officer certain stipulations, to the effect that as Tutor to the adopted heir he should have recognized rank in the Maharaja's Durbar, and that the rules and conditions of his life should be drawn up beforehand and agreed to by His Highness on the one part, and by the Political Agent on the other. These stipulations having been approved by the Bombay Government and afterwards by the Governor General in Council, were forwarded, together with the nomination asked for, to the Political Resident at Gwalior for acceptance by the Maharaja. His Highness however appears to have considered the conditions unnecessarily formal, and to have declined to accept them. Owing to this the negotiations were suspended for several months, but they have recently been renewed, and I trust that ultimately the heir to Scindia's important throne may not be suffered to grow up uninstructed.

50. Analogous arrangements more immediately within this Presidency have been successfully inaugurated. An excellent plan has been adopted by Colonel G. S. Anderson, Political Agent in the Kolhapur State, for the education of the minor Raja, whose father (by adoption) died at the commencement of the year under record. This plan consists in the appointment of an accomplished political officer (Lieutenant West) to be Governor to the young Raja, to take general superintendence of the minor, and to initiate him as far as possible in Revenue and Judicial business; and under

Lieutenant West, a Native Graduate of the Bombay University has been appointed as tutor, to teach the Raja English, and other branches of ordinary instruction. The minor is about eighteen years old, and will not be allowed to assume independent control of the Kolhapur State until he is pronounced by the Political Agent to have qualified himself for rule, by a sufficient progress in knowledge. The plan devised by Colonel Anderson is one that may be worthy of imitation elsewhere; European officers of high standing and cultivation would often be willing to accept the appointment of "Governor" to a Native minor, when they would hesitate to undertake the drudgery of a tutorship, the duties of which would be actually better performed by a Native graduate of an Indian University. The experiment has been repeated in the case of the minor Chief of Miraj, to whom Mr. Bellairs (M. A.) has lately been appointed Governor, with a Marathi graduate to perform the functions of tutor.

Popular Education in Native States.

51. The extension of popular education that has taken place during the past year in Native States must not be passed over without notice. In Kattywar there has been an increase of 3,243 pupils in Primary Schools, and 845 in Anglo-Vernacular Schools. In the small State of Sángli I found liberal and enlightened measures being taken by the Chief for the teaching of English, and for the encouragement of Sanskrit learning, and in the States of Kolhapur and Miraj Colonel G. S. Anderson is availing himself of the minority of the Chiefs to establish an educational system, which will only require to be carried on, when the Minors assume independent rule. Colonel Anderson has pointed out a difficulty, which arises from the want of any provision of pension for Educational officers employed in Native States. This prevents the free transference of officers from this Department to Native States, and to some extent impedes operations. I have submitted that this difficulty might be obviated by Government consenting to receive from Native Chiefs an

annual percentage on all salaries of appointments which they wished to count for pension. Such payments being made on the principle of an annuity fund, would leave all pensions of the kind ultimately payable from the Imperial Treasury, without causing loss or extra expense to Government. All that would be required would be a careful calculation at the outset of the terms and conditions on which pensions might be assured. Of course the larger the scale on which such an operation was conducted, the more sure and calculable would be its results. And it would doubtless be a great boon to the country, if, not only Native States, but all Municipalities and Local Funds Committees were allowed to contribute at the calculated rates to an Imperial Pension Fund, so as to insure pensions by the annual payment of percentages on the salaries paid to their officers (*see* above, para 26). The former part of the question is already under consideration of Government (see Appendix D, p. 47, para. 11).

Operations of the Book Department. School Books.

52. The operations of the Central Book Depôt are sufficiently shown above (paras. 13 to 17). During the eleven months under record, Rupees 1,15,865-15-9 were drawn from the Treasury for the printing or purchase of School Books, while Rupees 1,25,353-3-7 were realized by the sale of books and paid into the Treasury. This result shows that all sums drawn on the school book account are a mere advance, fully repaid to Government within the year. The fact that there has been an increase of more than Rupees 26,118 in the sum paid in, over that paid during the previous entire year of twelve months, shows that the Book Department is steadily progressing.

Encouragement of Literature.

53. The details of expenditure of Rupees 9,838-14-1 for the Encouragement of Literature are shown in tabulated form in Appendix J. Among the works patronized during the year, may be mentioned especially:—

(*a*) *Englandama Pravas,* or Travels in England, in the Gujarati language, by Mr. Kursondas Mulji. This spirited and sensible book is likely to extend useful information, and to produce a good influence among the Gujarati people.

(b) Chronological Tables in English, by Mr. Cowasjee Sorabjee Patel. This is a learned work of reference, suitable to be used in offices where dates given according to different oriental systems have to be reduced to the Christian era.

(c) Kharan Ghelo, a Historical Novel in Gujarati, by Mr. Nandshankar Tuljashankar.

(d) Ratna Prabhá, a Novel, in Marathi, advocating widow re-marriage, by Mr. Lakshman Moreshwar Shastri Halbe.

(e) Arabi Bhashentil Suras va Chamatkarika Goshti, being Part IV. of Mr. Krishna Shastri Chiplunkar's excellent Marathi Version of the *Arabian Nights.*

(f) Indriya Vidnyána Shástra, a Treatise on Physiology, in Marathi, by Mr. Bhikaje Amrut Chobe.

Looking to the native authorship of the year, as indicated in Appendix J, I have to observe an increased literary activity among the Gujarati people. Canara and Sind are still behind hand. There is not a single printing press with Canarese types in the whole of Canara. Government have been pleased recently to sanction the appointment of a Canarese Translator, and arrangements will be made for establishing a printing press at Belgaum ; and when Canarese students join the University in greater numbers, literature will doubtless begin to spring up in the South of this Presidency. As to the North, I have to advert to the recent commencement of a Sindhi magazine, the *Sindh Sudhar,* reported by Mr. Moore, in Appendix A 4. Amongst the Marathi and Gujarati-speaking people, there is a decided tendency to literature. The Marathi writers are fast getting out of the childish stage, but they have not yet got beyond what might be termed the "boyish" period of development. Their works are still characterized by "slightness," and want of finish. Nothing,

it seems to me, can produce maturity of mind in this country, except greater devotion to speciality of studies. At present the University studies, though thorough as far as they go, are not sufficiently followed out afterwards into special lines. Under all circumstances, the state of things is only natural for the present, and could hardly have been expected to be otherwise.

Dakshina Prize Committee.

54. Subsidiary to the Encouragement Fund are the operations of the Dakshina Prize Committee, an honorary body of European Orientalists and native scholars, to whom is entrusted the function of distributing about Rupees 1,000 (from the old "Dakshina Fund" of the Peshwas) in the shape of prizes to Marathi works of merit. A full account of the works submitted to, and those rewarded by, the Committee, during the year, will be found in the Secretary's Report, Appendix C 3, pp. 25—27.

Catalogue of Native Publications.

55. The list of native printed books, pamphlets, and newspapers, mentioned in my last year's Report has now been revised and enlarged, and rendered as complete as possible up to the end of the year 1864. The number of publications catalogued has been increased from 899 to 1679. A new catalogue will now be commenced bringing the list of printed books and newspapers up to the present date, and for the future the registry and preservation of copies of all Native works will be secured by Act XXV. of 1867 of the Legislative Council of India, reprinted in Appendix H.

Scheme of Professors Bühler and Kielhorn.

56. The scheme reported by me last year for the editing of a series of Sanskrit Classics, under the superintendence of Professors Bühler and Kielhorn, has been successfully inaugurated. During the past eleven months, *Panchatantra*, Books I., IV., and V. have been prepared for the press by the Professors themselves; the whole of the *Pa-*

ghuvamsa has been prepared by Mr. Sankar P. Pandit, M.A.; an edition of the *Kadambari* has been undertaken by Mr. Govind Bhagvat, B. A.; and an edition of the *Kiratarjuniya*, with the Commentary of Mallinatha, by Mr. Shivram B. Paranjpe, B. A. The printing of the *Raghuvamsa* has been commenced.

Professor Bühler's tour in search of Sanskrit MSS.

57. In Appendix G will be found Professor Bühler's report of a tour which he made in the months of November and December last, under orders of Government, through the South Maratha and Canarese districts in search of Sanskrit MSS. Such a tour was in itself almost a necessity, if merely with a view of ascertaining as far as possible the resources of private Sanskrit libraries in the south of the Presidency. Professor Bühler performed his mission with ability, and the results as recorded by him will be of interest to Sanskrit scholars. By conversing fluently in the Sanskrit language with Brahman Shastris at the various places which he visited, he succeed to a great extent in inspiring confidence and in allaying the prejudices of persons who were at first unwilling to show their sacred volumes to a European. Professor Bühler appears to have made a useful collection of copies of various Sanskrit works, and he has probably established a connection which may be productive of further additions in future to a Sanskrit Library, which will be placed under the custody of the Bombay University.

Spread of the study of Sanskrit. Jugannath Sankarsett Scholarships.

58. The results anticipated by me in my last year's report from the foundation by Mr. Vinayekrao Sankarsett of Sanskrit Scholarships in connection with the University Matriculation Examination, have been fully realized. Twenty-one candidates for these prizes presented themselves in November last, and the Examiners appear to have been well satisfied with their performances. In four of our High Schools (Elphinstone, Poona, Rutnaghirry, and Dhoolia) a scholarlike teaching of Sanskrit has been esta-

blished. In the remaining High Schools the Sanskrit classes require re-organization. The stimulus now given by the University of Bombay to the study of the ancient classical language of India, appears to have been most timely; for it is reported by the Deputy Inspectors that the interest in Sanskrit, for its own sake, is dying out in the country (see Appendix A 1, p. 43).

Study of Latin.

59. Flourishing Latin classes in preparation for the Matriculation Examination seem to have been instituted in Elphinstone High School, by the Vice Principal, Mr. Barrett, and in Poona High School, by the Head Master, Mr. Jacob. The same may be looked for hereafter in Belgaum and Ahmedabad High Schools, and as the numbers of assistant masters, who have graduated in Latin, increase, the regular introduction of this language, so useful to students who are to follow Law or Medicine, may be anticipated. I have pointed out above (para. 31) the want of Latin Professors in Elphinstone and Poona Colleges. It is much to be wished that the liberality of some private citizen would endow the University with Latin Scholarships, to correspond with the Sanskrit Scholarships which have been founded in the name of Mr. Jagannath Sankarsett.

Spread of English.

60. The following are the numbers of boys learning English in Government Schools, with the net increase over former years :—

	Learning English.	Net Increase.
Central Division	5,266	329
Northern Division	4,004	821
Southern Division	Returns not furnished.	
Sind	481	92
Total in Central and Northern Divisions and Sind	9,751	1,242

Probably about 10 per cent. out of the whole number in Government schools are learning English. For special remarks on the spread of English in the different Educational Divisions, I beg to refer to the Inspectors' Reports. The acknowledged tendency of the people to acquire the language of good appointments, has been somewhat checked during the year, partly by an order of this Department, requiring a certain knowledge of his own Vernacular before a boy is allowed to begin English in a Government school; partly by want of sanction for the improvement or establishment of Anglo-Vernacular schools, much asked for by the people, and very necessary to this Department.

Classification of pupils in Government schools according to Caste.

61. The different castes of pupils in Government schools have not been returned according to a uniform system, by the Educational Inspectors. The following table contains the information I have received:—

	Brahmans.	Other Hindus.	Mussulmans.	Parsees.	Others.
Central Division	17,512	28,053	2,047	1,610	409
Southern Division	4,232	9,608	886	2	57
Northern Division	..	No returns.		..	..
Sind Division	..	1,823	995	32	18
Total....	21,744	39,484	3,928	1,644	484

Mr. Moore, who has not separated Brahmans from "other Hindus," reports the proportion of Brahman pupils to other Hindus in Sind to be as 1 to 19; Mr. Curtis, who

does not return the numbers of the different castes, gives a table of their relative proportions (Appendix A 3, p. 90), from which it appears that Brahmans form 25·4 per cent., and other Hindus 59·2 per cent. of the entire number of pupils. In future years I shall hope to offer fuller and more interesting statistics of the different castes coming under instruction.

Physical Education.

62. Among the points brought to the notice of Government by Miss Carpenter, during her visit to Bombay, was the want of provision for the physical development of pupils in Government schools. Viewed as a general question in reference to the different classes of schools, to local circumstances throughout the Presidency, to arrangements of school hours, to sites for play-grounds or gymnasia, to the provision of gymnastic teachers, and above all to the mode of meeting the necessary expenses, this subject is a large one. I have collected reports upon it and hope, after due consultation with the Educational officers, to submit proposals to Government. I may say here, however, that among the Deccan population there is a considerable fondness for active and athletic games, which might well be recognized in connection with our schools.

Accounts of the Educational Department. Duties of Educational Inspectors.

63. The plan mentioned in my last Annual Report (para. 62) for relieving the Educational Inspectors of the burden of Departmental accounts, by transferring them to the charge of the local Revenue officers, has been submitted to Government in complete form by Mr. Peile, Reviser of Establishments. Up to the end of the official year, the proposed change had not been made, but it has subsequently been ordered. It will be indeed a great advantage that Inspectors should be relieved of account work, for any one may see from this Report that their educational duties are of late considerably increased, not only by the increase of the number of schools in each Division, but also by the introduction in this Presidency of a minute and la-

borious system of school examination, and by the extension of a Grant-in-Aid system which calls for the most scrupulous care on the part of Inspecting officers. From all these circumstances, it will be admitted that the time is come for allowing Educational Inspectors to confine themselves to purely educational work. I would also submit that the time is come for providing for a due succession of qualified officers in the future for these responsible appointments. On consideration, it must, I think, be allowed that training and preparation are required for an Educational Inspector in this country, as much as for a Revenue officer. And the only way to secure such training and preparation is to constitute an "Educational Service" (which at present does not exist in this Presidency), with certain qualifications for entrance, and stated rules for subsequent service and promotion. Proposals on the subject made during the past year, and approved by the Government of Bombay, failed to obtain the approval of the Government of India. But I trust that it was to the details, and not to the general principle of the plan, that objection was entertained. (Correspondence on the subject will be found in Appendix F 6, p. 75).

General view of Public Instruction in Western India.

64. From the statistics and information given in the foregoing pages it will be easy, I think, to collect a general view of the strong and weak points of Public Instruction in this Presidency. We are comparatively strong in Vernacular instruction. The operation of the Local Cess, as administered under certain rules by independent Local Committees, has done great things in the way of providing funds for Vernacular Schools, and at the same time has created a remarkable interest in education throughout the country districts, wherever the Cess is levied. Another great intellectual stimulus has been given to the people of this Presidency by the successful introduction of our Grant-in-Aid system on the principle of payment for results. This system is sure to be instrumental in the extension and im-

provement of Middle-Class English and Anglo-Vernacular instruction, but its operation will be limited by two causes: (1st) by the numerical weakness of Missionary bodies on this side of India, (2nd) by the want of enlightenment in Native communities throughout many large tracts of the Presidency. These causes leave us dependent to a great extent, for the present, on the direct action of Government in supporting, and on this Department in managing, a due proportion of Anglo-Vernacular Schools. As frequently mentioned by me in this Report, we are weak in Anglo-Vernacular Schools, and weak in the quality of our High Schools, to which the Anglo-Vernacular Schools should lead, and weak in the number of collegiate students sent up by the High Schools. In the apparatus of University science and learning we are singularly deficient. Connected with the whole University of Bombay, which is the fountain head of science and literature for fifteen millions of people, we have not a single Professor of History, ancient or modern, nor of Political Economy, nor of Latin, Greek, Arabic, or Hebrew, though every one of these subjects is entered in the University List of subjects for Examination, and in almost all of them numerous candidates are constantly presenting themselves. There is only one Professor of Chemistry (attached to the Grant Medical College), and no Professor of Geology, or Astronomy, or applied Science, or even of Indian Law. In short special research is neither taught to the student in this Presidency (except perhaps in the case of Sanskrit) by precept, nor by example. In the University, from a scientific point of view, all is mediocre; students in preparing for examinations receive a sufficient culture to qualify them generally for practical life; but that knowledge of a subject which renders a man "an authority" no one even thinks of aiming at. I mention this present state of things merely as an indisputable fact, and not as in in any way a subject of wonder or complaint. The wonder rather is that education, moulded on European forms, should have made such progress and

obtained such sympathy from the people of this country. The Government, which has done so much for lower and middle class public instruction may now well afford to pay attention to the claims of Higher Learning and Science. And I am humbly of opinion that at an expense to the State of not more than 2 per cent. per annum on the Presidential Revenues, all that is wanted here for Education, including these truly Imperial objects, might be adequately provided.

A. GRANT,
Director of Public Instruction.

Poona,
Office of the Director of Public Instruction,
25th July 1867.

APPENDIXES.

APPENDIX A.

REPORTS OF THE EDUCATIONAL INSPECTORS.

1. Report by Major T. WADDINGTON, Educational Inspector, Central Division, for 1866-67.
2. Report by W. A. RUSSELL, Esq., Educational Inspector, Southern Division, for 1866-67.
3. Report by T. B. CURTIS, Esq., Educational Inspector, Northern Division, for 1866-67.
4. Report by J. G. MOORE, Esq., C. S., Educational Inspector in Sind, for 1866-67.

1. REPORT BY MAJOR T. WADDINGTON, EDUCATIONAL INSPECTOR, CENTRAL DIVISION, FOR 1866-67.

No. 407 OF 1867-68.

Singhur, Office of the Educational Inspector, C.D., 29th May 1867.

To the DIRECTOR of PUBLIC INSTRUCTION,
Bombay.

SIR,—I have the honour to submit my Annual Report on the state and progress of Education in the Central Division for the year 1866-67.

1. There has been no change in the total area of the Division, but the extent of the different sub-divisions has undergone the following variations :—

(*a*) 56 villages of the Nuggur Collectorate have been transferred to Poona, and with part of the old Pabul talooka, now form the Seroor talooka. 33 villages of the Poona Collectorate were also transferred to Nuggur, and included in existing talookas. These changes involved the transfer of two schools from Nuggur to Poona, but this latter transfer only took place from the 1st April 1867.

(*b*) The Pandhurpoor talooka of the Poona Collectorate has been divided into two talookas, those of Pandhurpoor and Sangola. The Pabul talooka has ceased to exist, the villages of which it was composed having been included in other talookas.

(*c*) The Marathi Schools in the Island of Bombay, which from the beginning of the official year had been placed under the care of the Deputy Inspector, Tanna, were again made a separate charge in January. The area, and estimated population of the different sub-divisions is, as far as I have been able to ascertain, as follows:—

Name of Sub-division or State.	Number of Talookas or States.	Area in square miles.	Population.
Poona	15	7,680	1,117,870
Sattara	14	7,343	972,421
Native States	4	985	283,788
Ahmednuggur	17	9,726	1,042,410
Peint State	1	960	22,704
Tannah	14	9,268	872,503
Rutnagherry	5	4,500	681,147
Candeish	19	13,374	805,675
Island of Bombay	1	1,862	816,562
Total.	90	55,698	6,615,080

2. The Division has been under my superintendence throughout the year. From the 1st May to the beginning of November I was assisted by Mr. John Nugent, C.S. In November Mr. W. Draper returned to his duties as Assistant Inspector, and carried them on till the close of the year. There have been no changes in the subordinate Inspecting staff, except in the cases of Tanna and the island of Bombay. In Tanna Mr. Ramchandra Vinaik Oke took six months' leave in December 1866, and has been temporarily succeeded by Mr. Narrain Bhaskur Deodhur. In Bombay it was found that the plan of making over the inspection of the Marathi Schools to the Deputy Inspector of the Tanna subdivision did not provide for their efficient management, and it was decided again to make them a separate charge. Mr. Sittaram Vishwanath Patwardhan was accordingly appointed Deputy Inspector of these schools in February. In the same month Mr. Jehangir Hormusjee, Deputy Inspector of Gujarati schools in the island, having applied for pension, Mr. Munsuklall Mugutlall Munshi, B.A., was appointed to succeed him. In the Head Masterships of High Schools there have been the following changes. Consequent on the resignation of Mr. Jeaffreson, Mr. T. B. Kirkham was promoted to the Principalship of the Elphinstone High School in December, and Mr. Jacob

was appointed to succeed him as Head Master of the High School at Poona.

3. The following table gives the total expenditure on Education in the Division, including all funds administered by this Department :—

	From Imperial Funds.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Inspection and its subsidiary charges	53,667 0 7	1,686 8 9	55,353 9 4
Instruction, including all expenditure not coming under the above and following heads	4,01,508 15 6	2,95,175 10 8	6,96,684 10 2
Book Department and encouragement of Literature.	1,50,932 12 7	.....	1,50,932 12 7
Total....	6,06,108 12 8	2,96,862 3 5	9,02,971 0 1

In these amounts have been included the following general charges, which have not been incurred solely or even mainly on account of the Central Division :—

	From Imperial Funds.	From Local Funds.	
	Rs. a. p.	Rs. a. p.	
Elphinstone College.....	33,672 5 4	34,635 12 0	
Poona College	30,406 14 4	331 4 0	
Do. Engineering College....	26,279 5 8	.....	
Grant Medical do.	36,400 0 0	.....	
Government Law School	6,819 5 7	.....	
Total....	1,33,577 15 5	34,967 0 0	
Charges on Dakshina Fund ..	*18,945 1 0	.....	* For particulars see Table appended to Report.
Special allowance to Dr. Bühler.	8,870 0 0	.....	
Allowance to Framjee Cowasjee Institution	12,000 0 0	.....	
Grand Total....	1,73,393 0 5	34,967 0 0	

4. Exclusive of charges on account of the Colleges, the Book Department, expenditure from the Dakshina Fund, allowances to Dr. Bühler and the Framjee Cowasji Institution (which were not last year included in the expenditure of the Division), the expenditure from Imperial Funds amounts to Rs. 2,81,783. This is however only the expenditure of 11 months, and taking the monthly average Rs. 25,616 at the same rate, it would have amounted to Rs. 3,07,399 for the whole year. Of this amount the charges on account of Inspection for the whole year would have amounted to Rs. 58,546, showing an increase of Rs. 3,935. This increase is chiefly owing to the employment throughout the year of the full inspecting staff sanctioned in 1865-66. On Instruction in the same way the expenditure for a whole year would have amounted to Rs. 2,48,853, showing a decrease of Rs. 14,129. Of this, Rs. 6,000 is due to the decreased expenditure on account of school buildings.

From Local Funds the expenditure (exclusive of the general charges) amounts to Rs. 2,61,895-3-5, or estimated for the whole year to Rs. 2,85,704-3-5. In last year's expenditure from Local Funds were included about Rs. 2,00,000, not administered by this Department; deducting this amount the last year's expenditure may be estimated at Rs. 2,32,000.

The increase of Rs. 53,704-3-5 is mainly in Instruction, and is due to increased salaries in middle class schools, and a large extension of primary education.

5. The two following tables give particulars of expenditure from Local Funds, showing details of local sources of expenditure for the different Collectorates:—

Total Expenditure from Local Funds.

Collectorate.	1865-66.	1866-67.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona Sub-division	24,531 6 9	24,260 15 4	.....	270 7 5
Sattara do.	42,000 10 1	43,512 0 9	1,511 6 8	....
Khandeish do.	64,993 10 9	87,409 12 9	22,416 2 0	....
Tannah do.	42,531 6 6	45,346 15 2	2,815 8 8	....
Ahmednuggur do.	13,191 9 2	15,892 1 7	2,700 8 5	....
Rutnagherry do.	8,996 11 0	11,474 4 4	2,477 9 4	....
Island of Bombay	68,037 5 1	68,966 1 6	928 12 5	....
Total..	2,64,282 11 4	2,96,862 3 5	32,849 15 6	270 7 5

Analysis of Expenditure from Local Funds for 1866-67.

Collectorate.	School Fees.	Educational Cess.	Popular Contributions.	Municipal Funds.	Contribution for School building and repairs.	Elphinstone and other Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	18,846 4 5	4,489 10 11	.....	325 0 0	600 0 0	.....	24,260 15 4
Ahmednuggur	11,045 8 3	.....	*3,152 12 5	578 7 2	1,115 5 9	.....	15,892 1 7
Khandeish	1 14 0	77,340 12 8	21 8 0	.....	8,254 3 5	1,701 6 8	87,409 12 9
Sattara	1,978 11 0	40,080 1 6	1,343 4 3	.....	110 0 0	.....	43,512 0 9
Tannah	1,803 2 4	42,255 3 2	1,044 5 0	244 4 8	.....	.....	45,346 15 2
Rutnagherry	10,428 12 2	337 10 4	248 15 2	.....	458 14 8	.....	11,474 4 4
Island of Bombay	†16,961 15 6	.....	‡1,174 4 10	887 12 6	.....	49,942 0 8	68,966 1 6
Total....	61,066 3 8	1,64,503 6 7	6,985 1 8	2,035 8 4	10,538 7 10	51,733 7 4	2,96,862 3 5

* Including Peint States, Rs. 2,683-5-4.

† Including Rs. 5,287-8-8 not adjusted in the accounts of this office, on account of Fort Branch School.

‡ Do. Rs. 1,174-4-10 on account of Goculdas Tejpal and Juggunnath Sunkersett Schools.

In the Sholapoor sub-collectorate, active measures were taken by Mr. Salmon, the Sub-Collector, to induce the people to pay a local cess for Education and Public Works, and with the most complete success throughout the sub-collectorate. The collection of the cess on account of the year 1866-67 has been made. One-third has been set aside for education, and will be available during the coming year to the estimated amount of Rs. 14,086. Up to this time, the collection of the cess had been confined to the Pundherpoor talooka, and a few isolated villages in the Mareh and Barsee talookas. A large increase of primary shools has been sanctioned, and many have been opened since the close of the year under report. In the Poona Collectorate no active measures having been taken to collect the cess, though in many places the villagers had signified to the native district officers their willingness to pay it, matters remain in *statu quo*. I am not without hopes that the coming year will see a general levy of the cess in this Collectorate. In Sattara, the cess is levied throughout the Collectorate, with the exception of the Tasgaum talooka, which however has also contributed it from the commencement of the year, but the proceeds are not available until next year.

In Candeish the receipts from this source have largely increased, owing to a large increase in the general land revenue.

In Ahmednuggur and Rutnagherry the cess is nowhere levied. In the former there appear no signs of an inclination on the part of the people to pay it. In the latter the cess has been levied during the year in part of one talooka, and will be available next year.

In Tanna the cess is general with the exception of one talooka.

6. The following table shows the receipts from fees in the schools of the Central Division :—

COMPARATIVE TABLE of Receipts from Fees under different Grades of Schools in each Sub-division.

	1865-66.							1866-67.							Increase.	Decrease.
	High Schools.	Middle Schools.	Lower Schools.	Female.	Normal.	Special.	TOTAL.	High Schools.	Middle Schools.	Lower Schools.	Female.	Normal.	Special.	TOTAL.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona Sub-division..	5,507 8 0	6,226 7 3	6,896 3 11	..	..	..	18,630 3 2	5,104 0 0	8,871 9 11	7,253 14 8	..	..	..	21,229 8 7	2,599 5 5	....
Sattara do. ..	....	2,021 7 9	3,714 6 6	..	..	..	6,635 14 3	....	3,039 12 10	4,643 13 5	..	..	..	7,683 10 3	1,047 12 0	....
Tanna do. ..	....	4,191 3 3	2,324 6 2	..	..	..	6,515 9 5	....	3,334 8 10	3,007 0 1	..	..	..	6,341 8 11	....	174 0 6
Ahmednuggur do. ..	....	5,532 1 6	7,424 1 0	..	..	..	12,956 2 6	....	4,981 11 0	7,424 4 10	..	..	..	12,405 15 10	....	550 2 8
Candeish do. ..	828 0 0	3,160 14 0	4,087 9 9	..	..	..	8,076 7 9	872 0 0	3,307 1 0	4,738 0 0	..	..	..	9,007 1 0	930 9 3	....
Rutnagherry do. ..	2,049 12 0	2,127 2 6	4,676 3 6	..	..	..	8,853 2 0	1,746 8 0	1,994 11 0	4,949 14 6	..	..	..	8,691 1 6	....	162 0 6
Island of Bombay ..	12,721 7 3	16,078 14 0	2,155 0 0	..	..	..	30,955 5 3	10,869 10 0	15,915 4 0	2,113 0 0	..	..	..	28,898 4 0	....	2,057 0 9
Total..	21,106 11 3	40,238 2 3	31,277 14 10	..	..	..	92,622 12 4	18,592 2 0	41,534 11 1	34,130 5 0	..	..	..	94,257 2 7	4,577 10 8	2,943 4 5

Net increase Rs. 1,634-6-3.

These receipts show an apparent decrease in Tanna, Ahmednuggur, Rutnagherry, and the Island of Bombay, but it must be remembered that these are the receipts for 11 months only, and that for 12 months an increase would have been apparent in each case. Taking the actual receipts for 11 months Rs. 94,257-2-7, the estimate for 12 months would amount to about Rs. 1,02,826, showing an increase of upwards of Rs. 10,000.

7. I append a table of objects of expenditure in the prescribed form, showing the actual expenditure for 11 months :—

TABLE of objects of Expenditure on Instruction.

Government Institutions.	From Imperial.	From Local.	Total.
1	2	3	4
	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) General .. Colleges	64,079 3 8	34,967 0 0	99,046 3 8
(a) General .. High Schools	45,314 2 8	22,726 12 9	68,040 15 5
(a) General .. Middle Schools	46,988 15 10	69,621 0 1	1,16,609 15 11
(a) General .. Lower Schools	84,063 14 6	1,14,185 9 4	1,98,249 7 10
(b) Special	79,154 12 4	624 1 2	79,778 13 6
(c) Female Schools	301 8 0	832 5 8	1,133 13 8
Private Institutions receiving aid from Government.			
(a) General .. High Schools	4,434 0 0	.....	4,434 0 0
(a) General .. Middle Schools	7,574 0 0	.....	7,574 0 0
(a) General .. Lower Schools	558 8 0	*2,683 5 4	3,241 13 4
(b) Special	.....	.....	.....
(c) Female Schools	†3,105 0 0	.....	3,105 0 0
Book Department	1,50,032 12 7	.....	1,50,032 12 7
Translation Department	3,668 9 6	.....	3,668 9 6
Buildings	22,451 4 0	49,535 8 4	71,986 12 4
Miscellaneous.			
Special allowance to Dr. Bühler ..Rs. 8,870 0 0			
Dakshina Fund ..... „ 18,945 1 0			
Allowance to Framjee Cowasjee Institution ..... „ 12,000 0 0			
	39,815 1 0	.....	39,815 1 0
Total	5,52,441 12 1	2,95,175 10 8	8,47,617 6 9

* On account of Peint States.
Charges on account of Girls in the Scottish Orphanage and Poona Pensioners' School are included in those of Middle Class Schools.

8. The results of expenditure in the Division:—

(*a*). On inspection-work, will be seen from the following table showing the Schools visited and number of scholars examined by the Inspecting staff:—

By whom visited and examined.	Name of the Institution.	Government Institutions.		Private (aided) Institutions.		Private Institutions not aided.	
		Number of Schools Visited.	Number of Scholars examined.	Number of Schools Visited.	Number of Scholars examined.	Number of Schools Visited.	Number of Scholars examined.
Educational Inspector ..	High Schools.	3	747	5	974	..	..
	Middle Class .	14	923	13	958	1	19
	Lower.....	11	241	11	408	..	..
	Female	1	10	9	435	1	..
	Normal	1	..	..	..	..	..
	Special.....	..	..	..	..	..	..
	Total	30	1,921	38	2,775	2	19
Assistant Educational Inspector.	High Schools.	1	142	..	..	..	..
	Middle Class .	20	3,099	2	332	..	..
	Lower	36	1,956	1	29	..	..
	Female.....	1	25	4	218	..	..
	Normal	1	36	..	..	..	..
	Special.....	..	..	..	..	..	..
	Total....	59	5,258	7	579	..	..
Deputy Educational Inspector, Poona.	Middle Class.	10	991	..	..	..	..
	Lower	62	2,411	..	..	1	32
	Female	..	..	3	85	..	..
	Total....	72	3,402	3	85	1	32
Assistant Deputy Educational Inspector, Poona.	Middle Class .	7	651	..	..	..	..
	Lower	98	3,404	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total....	105	4,055	..	..	..	..
Deputy Educational Inspector, Sattara.	Middle Class .	14	912	..	..	1	58
	Lower	73	3,066	..	..	..	..
	Female.....	1	36	..	..	..	..
	Total....	88	4,014	..	..	1	58
Carried forward....	....	354	18,650	48	3,439	4	109

By whom visited and examined.	Name of the Institution.	Government Institutions.		Private (aided) Institutions.		Private Institutions not aided.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Brought forward....	.....	354	18,650	48	3,439	4	109
Assistant Deputy Educational Inspector, Sattara.	Middle Class.	5	210	..	..	..	..
	Lower	45	1,094	..	..	1	29
	Female	..	..	..	..	..	..
	Total ..	50	1,304	..	..	1	29
Deputy Educational Inspector, Nuggur.	Middle Class.	10	1,191	..	..	..	..
	Lower	82	3,610	..	..	..	..
	Female	..	..	..	..	..	..
	Total..	92	4,801	..	..	..	..
Deputy Educational Inspector, Nassick and Peint State.	Middle Class.	5	473	..	..	..	..
	Lower	42	2,076	8	345	..	..
	Female	..	..	..	..	..	..
	Total..	47	2,549	8	345	..	..
Deputy Educational Inspector, Tanna.	Middle Class.	7	905	..	..	..	..
	Lower	68	2,969	..	..	..	..
	Female	..	..	..	..	1	23
	Total..	75	3,874	..	..	1	23
Assistant Deputy Educational Inspector, Tanna.	Middle Class.	7	652	..	..	..	..
	Lower	69	2,466	..	..	..	..
	Female	..	..	..	..	..	..
	Total..	76	3,118	..	..	..	..
Deputy Educational Inspector, Rutnaghiri.	Middle Class.	7	744	..	..	1	61
	Lower	53	2,239	..	..	5	395
	Female	1	9	..	..	..	..
	Total..	61	2,992	..	..	6	456
Carried forward....	....	755	37,288	56	3,784	12	617

By whom visited and examined.	Name of Institution.	Government Institutions.		Private(aided) Institutions.		Private Institutions not aided.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Brought forward....	....	755	37,288	56	3,784	12	617
Deputy Educational Inspector, Candeish.	Middle Class.	9	1,745	..	..	..	..
	Lower	66	3,147	..	..	..	..
	Female	1	50	..	..	..	..
	Total....	76	4,942	..	..	..	..
Assistant Deputy Educational Inspector, Candeish.	Middle Class.	6	1,224	..	..	..	..
	Lower	75	5,028	..	..	..	..
	Female	..	..	..	..	..	..
	Total....	81	6,252	..	..	..	..
Deputy Inspector of Marathi Schools, Bombay, and Assistant Deputy, Tanna.	Middle Class.	7	737	1	33	..	..
	Lower	34	1,628	3	45	..	..
	Female.....	..	..	..	..	1	10
	Total....	41	2,465	4	78	1	10
Deputy Inspector of Gujarati Schools, Bombay	Middle Class.	6	174	5	..	..	..
	Lower	6	21	1	..	..	..
	Female	..	..	..	..	..	..
	Total..	12	195	6	..	..	..
Grand Total.....	....	965	51,142	68	3,860	13	627

The amount of inspection performed is in most cases satisfactory. But the number of schools and scholars examined by the Assistant Deputy Inspector at Sattara, Mr. Wamon Rao Agurkar, does not show well, or argue much for his zeal or diligence. I have already communicated with him on the subject. In Tanna, too, 23 schools remained to be inspected at the close of the official year, the reason given being the shorter length of the year. These schools will however all be inspected before the monsoon. The Gujarati schools in the Island of Bombay have, I regret to say, not been regularly examined during the year, though they have all been visited. The

explanation given by Mr. Jahangir Hormasjee of his neglect to examine these schools is most unsatisfactory.

(*b*)—On Instruction, showing numbers of Schools, Scholars, and average attendance in all grades:—

	Number of Colleges or Schools.	Numbers on the Rolls.	Average daily attendance.
GOVERNMENT INSTITUTIONS.			
Colleges not affiliated.....	....	....	....
Higher Class Schools.			
Elphinstone High School	1	570	518
Poona High School	1	298	234
Rutnaghiri High School	1	196	160
Dhoolia High School.....	1	140	91
Total....	4	1,204	1,003
Middle Class Schools.			
1st Grade Anglo-Vernacular Schools.	12	1,769	1,490
2nd Grade Anglo-Vernacular Schools.	85	11,353	9,405
Total....	97	13,122	10,895
Primary	665	35,155	26,748
Female Schools (1 at Rutnagherry, 1 at Dhoolia, and 1 at Sattara)....	3	144	89
Special Schools.			
Poona Training College.....	1	52	57

	Number of Colleges or Schools.	Numbers on the Rolls.	Average daily attendance.
PRIVATE AIDED INSTITUTIONS.			
Higher Class Schools.			
General Assembly's Institution, Bombay.	1	337	219
Free Church Mission School, Poona.	1	430	369
Free General Assembly's Institution, Bombay.	1	438	350
Church Missionary Society's (Robert Money) School, Bombay.	1	325	250
Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution, Bombay.	1	586	493
Poona Seminary	..	since closed	....
Total....	5	2,116	1,681
Middle Class Schools	12	*1,692	1,567
Primary Schools	23	*946	702
Female Schools	12	1,193	928
Special Schools	1	71	71
PRIVATE INSTITUTIONS NOT RECEIVING AID, BUT UNDER INSPECTION ONLY.			
High Schools.			
Fort Proprietary School, Bombay..	1	137	110
Middle Class Schools.....	7	699	492
Primary Schools.....	11	863	652

* Exclusive of Sharunpoor and Muckmulabad, for which no returns have been received.

NOTE.—The numbers at the Primary Schools in connection with the Free Church Mission School at Poona, the Robert Money School at Bombay, and the Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution have been included in High Schools, no separate returns being available. Similarly, owing to the non-receipt of returns, the numbers and attendance of the Byculla Schools are shown in one lump under Middle Class Schools.

9. The increase of Schools and Scholars, both Government and Private (aided and inspected), will be seen from the following table :—

	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1865-66.	1866-67.	Increase.	Decrease.
Government Institutions.								
High Schools	4	4	..	..	1,128	1,204	76	..
Middle Class Schools.	91	97	6	..	13,333	13,122	..	211
Lower Class Schools.	595	665	70	..	31,514	35,155	3,641	..
Female Schools	3	3	..	..	119	144	25	..
Normal do.	....	....	..	..	....	....	..	..
Special do.	1	1	..	..	54	52	..	2
Total....	694	770	76	..	46,148	49,677	3,742	213
					Net increase. Schools.		76	..
					Net increase. Scholars.		3,529	..
Private Institutions.								
High Schools	2	7	5	..	* 665	2,253	1,588	..
Middle Class Schools	11	19	8	..	3,331	† 5,393	2,062	..
Lower Class Schools.	14	34	20	..				
Female Schools	10	12	2	..	....	....	..	..
Normal do.	....	....	..	..	....	....	..	..
Special do.	1	1	..	..	51	71	20	..
Total....	38	73	35	..	4,047	7,717	3,670	..
					Net increase. Schools.		35	..
					Net increase. Scholars.		3,670	..
Grand Total....	732	843	111	..	50,195	57,394	7,412	213

* Exclusive of Poona Seminary, now closed.

† Exclusive of numbers at Sharunpoor and Muckmulabad.

The Subjoined table gives details of the above as regards Government Schools :—

Collectorate or Sub-Division.	High Schools.								First Grade Anglo-Vernacular Schools.								Second Grade Anglo-Vernacular Schools.							
	1866-67.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	1	343	1	298	..	..	..	45	3	417	3	537	..	120	..	..	13	1,669	12	1,703	..	34	1	..
Sattara	..	..	..	..	..	..	..	..	1	146	1	144	..	..	..	2	10	1,057	16	1,136	6	79	..	..
Candeish	1	88	1	140	..	52	..	..	1	100	1	80	..	..	..	20	12	2,973	14	3,266	2	293	..	..
Ahmednuggur	..	..	..	..	..	..	..	..	2	269	2	235	..	..	..	34	12	1,438	11	1,162	..	..	1	276
Rutnagherry	1	182	1	196	..	14	..	..	..	..	..	..	..	..	..	..	8	1,161	8	1,062	..	..	..	99
Tanna	..	..	..	..	..	..	..	..	2	193	2	174	..	..	..	19	16	2,163	15	1,909	..	..	1	254
Bombay, Gujarati	1	515	1	570	..	55	..	..	3	641	3	599	..	..	..	42	6	760	6	703	..	..	..	57
Do. Marathi																	2	346	3	412	1	66	..	..
	4	1,128	4	1,204	..	121	..	45	12	1,766	12	1,769	..	120	..	117	79	11,567	85	11,358	9	472	3	686
			Net Increase		..	76	..	..			Net Increase		..	3	..	..			Net Increase		..	6	..	..	..
																			Decrease		..	..	..	..	214

TABLE—*continued.*

COLLECTORATE OR SUB-DIVISION.	PRIMARY SCHOOLS.								NORMAL SCHOOLS.								SPECIAL SCHOOLS.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	123	5,372	134	5,906	11	534	..	..	..	..	..	..	..	..	..	..	1	54	1	52	..	..	..	2
Sattara	92	4,849	83	4,103	..	..	9	746	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Candeish	111	7,176	134	8,768	23	1,592	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ahmednuggur	98	5,188	99	5,505	1	317	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rutnaghiri	61	3,638	65	3,837	4	199	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Tanna	95	4,557	130	6,100	35	1,543	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bombay, Gujarati	5	186	6	187	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Do. Marathi	10	548	14	749	4	201	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	595	31,514	665	35,155	79	4,387	9	746	..	..	..	..	..	..	..	..	1	54	1	52	..	..	..	2
		Net Increase			70	3,641	..	..												Net Decrease				2

TABLE—*continued.*

COLLECTORATE OR SUB-DIVISION.	GIRLS' SCHOOLS.								TOTAL.							
	1856-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	..	..	..	..	..	..	..	..	141	7,855	151	8,496	10	641	..	..
Sattara	1	48	1	49	..	1	..	..	104	6,100	101	5,432	..	..	3	668
Candeish	1	46	1	56	..	10	..	..	126	10,383	151	12,310	25	1,927	..	..
Ahmednuggur	..	..	..	..	..	..	..	..	112	6,895	112	6,902	..	7	..	..
Rutnaghiri	1	25	1	39	..	14	..	..	71	5,006	75	5,134	4	128	..	..
Tanna	..	..	..	..	..	..	..	..	113	6,913	147	8,183	34	1,270	..	..
Bombay, Gujarati	..	..	..	..	..	..	..	..	27	2,996	33	3,220	6	224	..	..
Do. Marathi									—							
	3	119	3	144	..	25	..	..	694	46,148	770	49,677	79	4,197	3	668
			Net Increase...			25	..	..			Net Increase...		76	3,529	..	..

HIGH SCHOOLS. The number of High Schools has remained stationary during the year under report:—

The Poona High School has not increased in numbers, as I had hoped would have been the case. This is no doubt owing to the rise in the rate of fee reported last year, and to the opening of several private Schools in the town, professing to teach up to the Matriculation Standard. I have reported to you at length the results of my Inspection of this School, which were satisfactory. Mr. T. B. Kirkham, who had held the Head Mastership for four years, was promoted in December to the Principalship of Elphinstone High School. 16 boys from this school passed the Matriculation Examination.

The Elphinstone High School still steadily increases in numbers, in spite of a more rigid enforcement of the entrance standard. The defects pointed out by me last year have to a considerable extent been remedied, and I hope, too, that the boys showed more interest in their work, but I cannot report that I have found much improvement in this respect as regards the Masters, with some exceptions. The School has however made decided progress during the year. The number of boys who matriculated from it was 19 against 18 the previous year.

The Rutnaghiri High School has only lately begun to increase in number, 22 new boys having joined it just before the close of the year. Up to that time the numbers had been below the average of former years, owing to the strict enforcement of the entrance standard laid down in 1865-66. There is no First Grade Anglo-Vernacular School in this zilla. One is much needed, and the necessary funds have been applied for more than a year ago. At present the High School is mainly dependent for its supply of pupils on two private Schools, which have been established in the town with this express object. The School sent up 15 boys to the Matriculation Examination, of whom nine passed. Of these nine, five took up Sanscrit as their second language, and one of the five obtained the 1st Juggunath Shunkershett Scholarship. These results are most credible to Mr. Ramkrishna Gopal Bhundarkar and his Assistants. During two months of the year, owing to the resignation of a Sanskrit Teacher, the School was without one. Much of the success of the School in Sanskrit is evidently due to the personal exertions of the Head Master.

Dhoolia High School.—I personally inspected this School, and as already reported to you in detail, I found the progress made to be quite beyond my expectations, though the School has laboured under the disadvantage of many and constant transfers amongst the Assistant Masters. The number has increased 59 per cent. during the year, and were the School provided with another feeder in the shape of a First Grade Anglo-Vernacular School in Dhoolia, the number would show still more increase. The position of the subordinate teaching staff has been somewhat improved, and the School is now in a decidedly efficient condition. It succeeded in Matriculating three students at the November examination, and one student obtained the 2nd Juggunath Shunkershett Sanskrit Scholarship. Much praise is due to the Head Master, Mr. Vittal Narayen Patak, for his constant and unflagging efforts for the improvement of the school.

First Grade Anglo-Vernacular Schools. No new Schools of this grade have been created during the year. The recommendation for their improvement made by you to Government and referred to in paragraph 51 of your last year's report, have not been sanctioned, and though every effort has been made to improve them, yet the subordinate teaching staff, and in some instances the Head Masters, are still quite inadequately paid. As a consequence they seldom remain long at their posts, and the Schools suffer from constant transfers.

During the year an entrance standard has been laid down for these Schools, and a limit of instruction fixed. These have had the effect of decreasing the numbers in several instances; indeed it was found necessary in the case of the Nassick School to remove 24 pupils who were already on the rolls, but who were quite unable to pass the entrance standard. It is in contemplation during the coming year to raise some of these Schools to the rank of Second Grade High Schools, and to allow them to prepare students for Matriculation. This year one student from the Ahmednuggur and one from the Nassick English School passed the Matriculation Examination. I examined personally the Schools at Sattara, Malligaum, Ahmednuggur, and Nassick. I was particularly pleased with the state of the School at Sattara, and have to report favourably also of the Malligaum and Nuggur Schools. The School at Nassick was not in a satisfactory or efficient state.

The Head Master has been removed, and his place supplied by a new man. Mr. Nugent examined seven of these Schools, viz :—

1. Fort Branch School.
2. Gokuldas Tejpal School.
3. Juggunath Shunkershett School.
4. Poona Camp School.
5. Poona City School.
6. Sholapoor School.
7. Tanna School.

The Fort Branch School is reported to have passed a very creditable examination, and the boys possess a knowledge of English far surpassing that of boys in Mofussil Schools. The Goculdas Tejpal School also passed on the whole a satisfactory examination, and the boys read English remarkably well. Of the Juggunath Shunkersett School he was not able to report as favourably. It was found only in a very slight degree superior to a Second Grade Anglo-Vernacular or Talooka School. It will, it is hoped, improve under the present Head Master, who is a clever and intelligent young man. The Poona Camp School was favourably reported on as regards its upper classes, but between them and the lower classes there was a great hiatus. Mr. Nugent was of opinion that the boys are pushed on too fast into books entirely beyond their comprehension. Since his visit and report a limit of instruction having been fixed for this grade of Schools, the evil complained of no longer exists. The Poona City School was found to be in a very flourishing state, if considered as an Anglo-Vernacular School of the Second Grade, but somewhat below the standard of a First Grade Anglo-Vernacular school. This school was started only in January 1866, and I have fixed the highest standard at that for entrance to High Schools, with a view to make it purely a feeder for the High School, and to prevent it from entering in any way into competition, even with its lowest classes. In June 1866 it sent 22 boys, and, in December 1866, 36 boys into the High school. The condition of the Sholapoor School was described as very satisfactory. But of the Tanna school a most unsatisfactory report was received. The ignorance of the boys was described as disgraceful, and it was so plainly the result of gross negligence on the part of the Head Master, Mr. Govind Vishnoo Bhiday, that he was removed from his ap-

pointment. This is perhaps the best place to notice the establishment in connexion with the Poona Camp School of a Gymnasium. This has been done entirely through the exertions of the Head Master, Mr. Rattonjee Shapoorjee Chothia. The funds were raised by subscription amongst the pupils themselves and their parents, and the institution is entirely self-supporting. Each pupil who attends subscribes two annas a month. The services of a professional Gymnast are retained and paid for from this subscription, which suffices also to meet other incidental and petty expenses.

SECOND GRADE ANGLO-VERNACULAR SCHOOLS.—The number of these Schools has increased by three, but the numbers on the rolls are fewer than last year. Up to this time no entrance standard having been fixed, these Schools admitted all comers, and generally at least one-third of the boys were mere beginners, learning the alphabet and multiplication tables, and by their presence and the noise they made actually interfering with the progress of more advanced classes. With a view to raise the status of these Schools, I therefore issued an order that in all towns or villages, which had primary Schools as well as 2nd Grade Anglo-Vernacular Schools, no boys should be admitted into the latter without passing a preliminary examination. This order has not however been strictly enforced, for it was found, especially in Bombay, to check attendance at any School at all. Boys of the same family do not care to go to different Schools, the elder often having to take charge of the younger. The rule has therefore been modified, and in future such Schools will be sub-divided into Anglo-Vernacular and Vernacular, the divisions being kept entirely distinct, and no boy allowed to pass from one to the other without passing a fixed examination.

PRIMARY SCHOOLS.—These show a considerable increase in numbers, and for the present at least in all Collectorates in which the educational cess is levied are sufficiently numerous for the requirements of the people. Indeed, I question whether in some cases this limit has not been passed, for at the close of the year no less than 78 schools had an average attendance of less than 20 boys, as follows :—

In Poona 19.	In Tannah 31.
Do. Sattara 14.	Do. Candeish 8.
Do. Rutnaghiri 2.	Do. Nuggur 4.

In the Poona sub-division the number of these Schools has increased by 11. The income from Local Cess in the Sholapoor Sub-Collectorate being only available from the commencement of 1867-68, the full results of its levy will not appear till next year. The number of Scholars shows a fair increase, which would have been larger had not five talookas suffered severely from drought and failure of crops, which obliged the people to leave their homes in search of employment.

The Sattara sub-division shows a decrease of nine schools, owing to a decision of the Local Funds Committee that Schools in Enam villages the inhabitants of which declined to pay the Educational Cess, and which were mainly supported from that cess should be closed and transferred to cess-paying villages. The Schools were closed, but the proposed transfers not having received the sanction of the Director of Public Instruction and Revenue Commissioner before the close of the year, were not carried out. The coming year will see an increase exceeding the decrease now reported. There was a failure of crops in four Talookas of this subdivision, which has unfavourably affected the attendance.

I am happy to be able to report an increase of 23 primary schools in the Candeish collectorate, and two of the old primary schools have been raised to Second Grade Anglo-Vernacular Schools.

Ahmednuggur shows no special progress or increase, the one additional primary school entered having previously existed as a 2nd Grade Anglo-Vernacular school. The whole sub-division has suffered much from failure of crops.

In Rutnaghiri four new schools have been opened. No local cess has yet been levied in this Collectorate, and the increase reported has only been possible by a readjustment of existing resources. With the introduction of the Local cess, which may be partially looked for next year, I anticipate a large increase in the number of schools, for nowhere do I find such a desire for education as in the Rutnaghiri collectorate.

In Tanna there has been an increase of 34 Schools and 1,289 Scholars. Of these two were Hindustani Schools. There is still a great demand for primary schools, but I am not of opinion that more are required, for the attendance at many of the existing schools is so small, that it will be advisable to transfer them to other localities where there is a greater probability of their succeeding. The

state of the primary schools in this sub-division has, I think, improved, but the attendance, especially in out-of-the-way places, is very scanty and irregular, and in many cases the people seem to be indifferent about retaining schools in their villages even after they have got them.

In Bombay the Municipal authorities have at last recognized the claims of education on their funds, and in January sanctioned a grant of Rupees 10,000 for the extension of primary schools in the island. This has enabled us to open one new Gujarati and four new Marathi Schools up to the end of the official year, and four or five others will be opened shortly. The existing schools too have been considerably improved, additional masters have been provided, better premises secured, and a considerable stimulus has I trust been given to education.

FEMALE SCHOOLS.—No new Government female schools have been opened during the year, but there are 205 girls studying in the Government schools of the Division, and in March a girls' class was opened in one of the Anglo-Vernacular schools of the Poona Sub-Division. The female school at Sattara remains much in the same state as last year. The institution is quite elementary. An appeal has been made to the Municipality in its favour, but hitherto without result. Some provision for it has however been made from Local Funds. The Candeish school has increased considerably in numbers, but the standard of education is still very low, and the school requires much fostering and encouragement. I personally examined it in the month of January, and found that the 1st Class were only able to pass under the 1st Standard for Primary Schools. The girls school at Rutnaghiri was examined by Mr. Draper in January, and four girls succeeded in passing under the 2nd standard in reading and two in arithmetic. The numbers, too, have increased.

SPECIAL SCHOOLS.—The Poona Training College is the only School of this class in my Division. It has not succeeded to the extent that I hoped it would after it had been remodelled as reported last year. In June, 25 out of the 51 stipendiary students on the rolls were appointed to Masterships varying from 11 Rupees to 25 Rupees per mensem. It was found very difficult to find suitable candidates to fill the vacancies thus caused. Out of 70 students, who presented themselves only 10 were found able to pass the entrance examination.

In November at the usual terminal examination twelve students received appointments as Masters, and of 125 candidates who presented themselves 34 succeeded in entering. Of these two were below the required age, and one declined to accept a stipendiary studentship on the terms offered. I have had under my consideration one or two plans for increasing the number of Students. I think the most advantageous will be to allow School Masters already in the Department to join the College for a time, and thus to give them an opportunity of fitting themselves for higher places than those they now hold. I have also authorized the Deputy Inspectors to select deserving candidates from the different Vernacular Schools (while on their tour of inspection), and to send them in to join the college. By these means I hope the numbers will be largely recruited, a larger supply of qualified masters be secured, and the present heavy cost per head be reduced.

Private Schools under Government Inspection.—These are of two classes—aided Schools, and Schools not receiving aid, but open to the inspection of the Department. The first may again be subdivided into Schools under the Grant-in-Aid Rules, and those receiving aid without reference to those rules.

(*a*) *Grant-in-Aid Schools.*—Of the 31 Schools that applied for aid in 1865-66, 28 are in the Central Division; of these two Schools had applied for, and received aid in previous years under the rules. Five of them professed in their applications to bring forward students for the Matriculation Examinations, and I have therefore considered them as High Schools. They are—

1. The General Assembly's Institution, Bombay.
2. The Free General Assembly's Institution, Bombay.
3. The Church Missionary Society's Robert Money School, Bombay.
4. The Free Church Mission School, Poona.*
5. The Poona Seminary.

* This has also in connection with it a Vernacular School, which has been entered as a separate School in the table at the commencement of this para., though it is not entered separately in Appendix F. to Director of Public Instruction's Report for 1865-66.

Three of them succeeded in matriculating students at the examination in November 1866, and a fourth, the Poona Seminary, had succeeded in passing students in a former year. Judging from a single examination only I should say that none of these Schools are at all equal in discipline or efficiency to the Government High Schools.

Nine more are Middle Class Schools, four being European and Eurasian Schools for boys, three mixed Schools* for both boys and girls, one the African Asylum for boys and girls, and one a School for Portuguese boys.

The standard for European and Eurasian Schools being different from those for Anglo-Vernacular Schools, it is difficult to compare these Schools with Government Middle Class ones. I was particularly pleased with the Roman Catholic Schools, the Scottish Orphanage, the Poona Pensioners', and the Poona Day School. All these are admirably managed, and the standard of education is in all high. The Egutpoora School, in connection with the Church Missionary Society, I found in a very languishing and backward state. The African Asylum is in an excellent state as regards order, discipline, and management, but the standard is low; when however the difficulties which attend the education of the African inmates are taken into consideration, I can only wonder that so much has been accomplished. It must be borne in mind that the majority come to the Institution no longer children, and are often adults utterly ignorant of any language but their own, and that, before even any verbal communication can be held with them, they must first learn by association with the other inmates some smattering of Mahratta. 13 are primary Schools, all for Natives, and with the exception of the Free Church Mission School in Aditwar Peit, Poona, the Church Missionary Society's School at Malligaum, and the Robert Money Vernacular School, they are all of the most elementary class, no whit superior and often inferior to the worst of our village Schools.

Five are Schools for European and Eurasian or Portuguese girls (three, being mixed Schools, only occur once in Appendix F. of Director of Public Instruction's Report for 1865-66).

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* These three have been twice entered in the table commencing this paragraph.

(*b*) *Schools receiving aid otherwise than under the Grant-in-Aid Rules.*—These are 22 in number, of which one only, the Central School of the Sir Jamsetjee Jeejeebhoy Parsee Benevolent Institution, is a High School. It continues to keep up its high character for efficiency and good management, and succeeded in matriculating two students in November.

Three are Middle Class Schools, one* the Bombay Education Society's School for boys and girls, at Byculla, and two Anglo-Vernacular Schools in connection with the Parsee Benevolent Institution. Mr. Draper, my Assistant, has reported to you at length on the former school, which he examined under the Grant-in-Aid Rules. The two latter I found in a fair state.

Ten are primary Schools, one being connected with the Sir Jamsetjee Jeejeebhoy Parsee Benevolent Institution, and included with it in the returns, one a branch of the Byculla Schools at Poona (for infants), and eight being Schools in the Peint States.

Seven are girls' Schools, of which three are in connection with the Parsee Benevolent Institution, and which I found in the same satisfactory state of progress and general efficiency as reported last year. Three others are Schools in the City of Poona, aided from the Dakshina Fund, and are of the most elementary description. The last is the Girls' School of the Byculla Schools. One is a special School, the David Sassoon Reformatory Institution at Bombay.

Schools not receiving aid, but open to the Inspection of the Department.—There are 19 schools of this description. One is a High School, the Fort Proprietary School in Bombay. This School changed hands in August last, the shareholders relinquishing all claim to it as a property, and the management being undertaken as a private speculation by the Head Master. It retains its old name, now however a misnomer. It has since applied for aid under the Grant-in-Aid Rules, and will be examined under them in 1867-68.

Seven are Middle Class Schools. Of these one is a 2nd Grade Anglo-Vernacular School, in the State of Phultun, in the Sattara collectorate.

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* This School occurs both as a Boys' School and a Girls' School in the Table at commencement of this paragraph.

It existed formerly as a primary School, but the Nimbalkar of Phultun, a young man of amiable disposition, and some education, and who is himself studying English, has lately raised it to this grade. Another is a 2nd Grade Anglo-Vernacular School at Sawunt Waree, in the Rutnaghiri Collectorate, which is under the control and management of the Political Superintendent. The remaining five Middle Class Schools are 2nd Class Anglo-Vernacular Schools in the Island of Bombay, supported by the liberality of private persons. Here I may remark that one school of this Class has during the past year become a Government School, and its expenses have been thrown upon this department, consequent on the failure of Cursetjee Furdoonjee Parukh, Esq. 11 are primary Schools in the Poona, Sattara, and Rutnaghiri Collectorates; four supported by private liberality, and seven from the revenues of Sawunt Waree. The four first are very poor wretched affairs, and those in Sawunt Waree are of much the same description as primary Government Schools.

10. The following three tables give the results as regards numbers passed under different standards :—

RETURN of Students passed under different Standards in the Central Division during the year 1866-67.

STANDARDS FOR ANGLO-VERNACULAR SCHOOLS.

Number of Schools.	Description of Schools.	Number of Scholars examined.	NUMBER OF BOYS PASSED.																							
			V. STANDARD.							IV. STANDARD.						III. STANDARD.						II. STANDARD.					I. STANDARD		
			Mathematics.	English.	Vernacular.	History.	Geography.	Latin.	Sanskrit.	Mathematics.	English.	Vernacular.	History.	Geography.	Sanskrit.	Mathematics.	English.	Vernacular.	History.	Geography.	Sanskrit.	Mathematics.	English.	Vernacular.	History.	Geography.	Mathematics.	English.	Vernacular.
	GOVERNMENT SCHOOLS.																											
4	High Schools	889	101	151	144	110	81	12	75	189	170	140	17	158	36	250	204	127	..	159	75	19	10	20	..	..	..	..	..
4	1st Grade Anglo Vernacular Schools.	464	..	..	..	..	..	..	..	35	54	47	28	30	..	61	61	40	20	40	..	133	84	110	..	12	69	39	57
117	2nd Grade Anglo Vernacular Schools.	11,700	..	..	..	..	..	..	..	372	291	471	382	360	..	843	406	1,001	676	614	..	1,151	119	950	88	405	1,454	89	1,403
	PRIVATE SCHOOLS.																												
5	High Schools	1,141	65	58	63	..	..	..	..	37	29	45	..	..	..	134	140	100	..	..	..	180	157	175	..	..	886	206	341
	1st Grade Anglo-Vernacular Schools.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	2nd Grade Anglo-Vernacular Schools.	417	..	..	..	..	..	..	..	21	10	20	..	..	..	58	17	70	..	..	..	51	41	61	..	..	57	20	67

Standards for European and Eurasian Schools.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.															
			V. Standard.			IV. Standard.			III. Standard.					II. Standard.				I. Standard.	
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	Needlework.	1st Head.	2nd Head.
	Private aided Schools.																	
1	High School	24	3	2	3	..	..	1	2	7	6	4	..	5	8	9	..	1	2
5	Middle Class. Boys' Schools	460	7	9	3	33	36	24	48	54	36	39	..	109	103	116	..	135	165
2	Middle Class. Girls' Schools	182	..	..	..	..	..	..	21	43	36	33	42	39	62	72	74	20	44
5	Middle Class. Mixed Schools.....	292	..	..	..	4	13	..	56	75	51	61	13	78	86	102	8	45	74
1	Primary	33	..	..	..	..	..	..	6	10	10	8	..	..	..	..	..	13	19

Standards for Vernacular Schools.

D.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																
			IV. Standard.						III. Standard.					II. Standard.				I. Standard.		
			Arithmetic.	Writing.	Reading, &c.	Grammar.	History.	Geography.	Arithmetic.	Writing.	Reading.	History.	Geography.	Arithmetic.	Writing and Reading.	History.	Geography.	Arithmetic.	Writing.	Reading.
	GOVERNMENT SCHOOLS.																		
769	Primary	33,489	259	416	386	268	296	322	1,423	1,601	1,552	1,252	1,197	2,398	2,014	113	1,180	3,878	3,523	4,095
5	Female	130	..	..	..	..	..	..	..	..	..	..	..	5	7	..	2	25	27	33
	PRIVATE SCHOOLS.																			
20	Primary	1,081	4	5	5	5	17	17	125	61	180	25	25	156	178	..	..	..	160	..
7	Female.....	292	..	..	..	..	..	..	31	37	36	..	..	56	51	..	5	..	76	..

These results may be depended on as regards High Schools, but are, however, quite incomplete as regards Middle Class and Primary Schools, because many Schools were examined under the system and standards in force prior to the receipt of your orders that they should be examined under the Grant-in-Aid Rules. It must be borne mind, too, that in consequence of it being found that the standards laid down in these rules did not show fairly the state of Middle Class Schools, as regards Vernacular studies, it was ruled by you, that in examining such Schools the standards should be used with the modification that the Heads of Vernacular and arithmetic should be always taken from the next higher standard.

Again I have found that the opinions of the Deputy Inspectors vary much in estimating the amount of proficiency required to pass a boy; and lastly, it being the first year that such returns have been called for, the Deputy and Assistant Deputy Inspectors have not in all cases understood precisely what was required, and hence the absolute correctness of their returns cannot be relied on. As Deputy Inspectors become more familiar with the standards, and when these are modified, so as to show fully the amount and description of instruction given in Government Schools, the results will be more reliable. I think it advisable here to give some extracts from the Reports of the Deputy Inspectors on this subject.

Rao Saheb Narayan Bhai, Deputy Inspector of Poona, observes, that "In the Poona subdivision the subjects enumerated under the 4th and 5th Standards have not been lowered in the case of Anglo-Vernacular Schools, that is to say, boys learning English are required to pass in higher subjects in vernacular literature and mathematics."

Rao Saheb Narayan Vishnu, Deputy Inspector of Sattara, reports, "With regard to scholarship in these schools I cannot yet speak very favourably." He speaks of it, however, as improving, and adds that, "It would have made a greater advance had there not been a notion prevalent among masters of schools of this Grade (2nd Grade Anglo-Vernacular) that their mission was to teach more English than Marathi." He states further that "In almost all the middle class and superior vernacular schools" "*Marathi is systematically taught,*" but that "Marathi Grammar and Arithmetic are not up to the standards in the majority of these schools," and adds, "There have not, however, yet sprung up that spirit of inquiry, and that

taste for critical accuracy in Marathi, which are necessary for the attainment of a thorough knowledge of any language." He regrets the absence of paper work in Second Grade Anglo-Vernacular Schools, and has exerted himself to introduce it. In Primary Schools "the lower classes have received more attention than last year."

Mr. Shirikrishna Shastri Tulekar, Deputy Inspector Candeish, is of opinion that there has been "an improvement in the general educational standard of Candeish." This is still, however, in a deplorably backward state. Mr. Draper, my Assistant, who examined some twenty Schools in this sub-Division, says, "Judging from the condition of these Schools, education has made less progress, and is in a less advanced state in Candeish than in any other part of the Central Division."

The Deputy Inspector accounts for this by the smaller proportion of Brahmins, from which he deduces "a total absence of natural intelligence, and desire for education in the Candeish people." I entirely disagree with this view. The people of the province are most intelligent, and have lately evinced a keen desire for education. That they are backward may more justly be ascribed to the dearth of opportunity to which they have till lately been subjected. Mr. Draper, at the conclusion of his remarks, states it as his opinion that "Indications of a brighter future are not wanting. The schools are well attended; at some the numbers are very large, and the desire for knowledge seems to be more than equal to the capacity to receive it. Remembering that in these districts there are but few Brahmins, the interest manifested in education is very encouraging." This is to my mind a much more true picture of the state of primary education in Candeish.

Mr. Bhicaji Ramchandra Manday, Deputy Inspector Nuggur, reports, "that there has been a vast improvement this year in education in point of quality." Judging from the few Schools I was personally able to examine, I should say that this statement is exaggerated, though I am not of opinion that the Schools have in any respect retrograded.

The Deputy Inspector of Tanna, Mr Vishnu Balkrishna Sohonee, thinks that, "All the schools showed a decided improvement in reading, grammar, spelling, and arithmetic, though they failed with very few exceptions in geography;" and he also states that "some of the Schools that were found in a very backward state be-

fore have decidedly shown signs of improvement, and can now compete with the best Schools in the Presidency." This is strong, and I should fear somewhat exaggerated language, but I have had no opportunity of personally inspecting any of his Schools.

11. School-building operations during the past year :—

Name of place.	For what number of boys.	Estimated Cost.	Commenced during the year.	Carried on.	Completed.	Actual expenditure on completed building.
1	2	3	4	5	6	7
POONA SUB-DIVISION.		Rs. a. p.				Rs. a. p.
New Buildings.						
Tulligaum Dabhaday	100	1,000 0 0	1	1	1	1,250 0 0
Pundherpoor	100	3,000 0 0	..	1	..	.....
Barsee	150	3,000 0 0	1	1	..	.....
Sangola	100	1,500 0 0	..	1	..	.....
Jowlay	50	500 0 0	..	1	1	500 0 0
Nazray	50	500 0 0	..	1	1	500 0 0
SATTARA SUB-DIVISION.						
New Buildings.						
Rahimutpoor	150	3,475 0 0	..	1	1	3,475 0 0
Khed	50	1,600 0 0	1	1	1	1,600 0 0
Mehra	50	1,200 0 0	..	1	..	.....
Koodal	75	1,700 0 0	1	1	..	.....
Malshiras	70	2,000 0 0	..	1	..	.....
Natepootey	100	2,250 0 0	1	1	..	.....
Dahiwadee	70	1,500 0 0	1	1	..	.....
Singnapoor	70	1,500 0 0	1	1	..	.....
Wudooz	100	2,000 0 0	..	1	..	.....
Kusba Mann	125	2,000 0 0	1	1	..	.....
Boodha	100	1,250 0 0	1	1	..	.....
Wangee	70	1,400 0 0	..	1	..	.....
Khanapoor	100	1,800 0 0	..	1	..	.....
Kudegaum	100	1,200 0 0	1	1	..	.....
Walwa	100	1,800 0 0	1	1	..	.....
Kasegaum	74	1,550 0 0	1	1	..	.....
Koleh	50	1,5.2 0 0	1	1	..	.....
Ond	50	1,350 0 0	1	1	..	.....
Oomruz	50	1,000 0 0	1	1	..	.....
Pahtun	100	1,500 0 0	1	1	..	.....

Name of place.	For what number of boys.	Estimated Cost.	Commenced during the year.	Carried on.	Completed.	Actual expenditure on completed building.
1	2	3	4	5	6	7
		Rs. a. p.				Rs. a. p.
CANDEISH SUB-DIVISION.						
New Buildings.						
Jhorega	60	1,069 10 0	1	1	1	1,263 4 11
Bhudgaum	200	3,800 0 0	..	1	..	....
Jamneir	150	3,500 0 0	1	1	..	....
Nandgaum	100	2,500 0 0	..	1	..	....
Mussawud	75	2,000 0 0	..	1	..	....
Edlabad	75	2,000 0 0	..	1	..	....
Thengora	60	1,500 0 0	..	1	..	....
Shirpoor	100	1,979 9 6	..	1	..	....
Pachora	60	1,241 0 0	..	1	..	....
Cassodah	75	2,000 0 0	..	1	..	....
Baludurpoor	50	848 0 0	1	1	..	....
Tambola	60	1,500 0 0	1	1	..	....
Dhoolia, Marathi	350	16,500 0 0	..	1	..	....
Ootran	60	1,077 12 0	1	1	..	....
Tullodah	100	1,500 0 0	..	..	..	....
Zykhera	100	1,548 0 0	..	..	..	....
Chinthana	100	2,000 0 0	..	..	..	....
Alterations and Special Repairs.						
Dhoolia High School	..	1,200 0 0	1	1	1	1,192 0 0
Mulligaum English Do.	..	1,228 0 0	1	1	1	943 9 8
Chopra	..	400 0 0	1	1	1	400 0 0
AHMEDNUGGUR SUB-DIVISION.						
New Buildings.						
Gungapoor	100	790 0 0	1	1	1	1,018 13 2
Girnarey	100	1,050 0 0	1	1	1	1,133 4 9
Deolalee	100	1,150 0 0	1	1	..	....
Ozur	150	1,416 0 0	..	1	1	1,416 0 0
Newasseh	150	1,105 0 0	1	1	..	....
Kura	100	600 0 0	1	1	..	....
Alterations and Special Repairs.						
Trimbuck	200	800 0 0	..	1	1	800 0 0

Name of place.	For what number of boys.	Estimated Cost.	Commenced during the year.	Carried on.	Completed.	Actual expenditure on completed building.
1	2	3	4	5	6	7
RUTNAGHIRI SUB-DIVISION.		Rs. a. p.				Rs. a. p.
New Buildings.						
Rutnaghiri, No. 2	200	1,549 0 0	1	1	..	.....
Golup	80	400 0 0	1	1	..	.....
Ibramputtan	60	257 0 0	1	1	..	.....
Malgoond	125	420 0 0	1	1	..	.....
Kalsey	60	300 0 0	1	1	1	300 0 0
Mussoorey	125	557 8 0	1	1	..	.....
Ramgud	70	478 8 0	..	1	1	458 5 6
Purooley	70	300 0 0	..	1	..	.....
Adiwrey	75	231 0 0	1	1	..	.....
Dapoolee	100	814 0 0	1	1	..	.....
TANNA SUB-DIVISION.						
New Buildings.						
Penn	250	1,100 0 0	..	1	..	.....
Mokhadey	50	25 0 0	1	1	1	25 0 0
Alterations and Special Repairs.						
Tanna Anglo-Vernacular School	60	1,000 0 0	1	1	1	949 14 9

In the Poona sub-division the whole direction and supervision of the works has been again undertaken by Rao Saheb Narayen Bhai, the Deputy Inspector. The School at Barsee is in progress, but the great increase in attendance at the school has involved an extension of the original plan, involving an increase of the estimated expenditure. The Sangoley school ought to have been finished long since; the delay is owing to a defaulting Contractor.

In Sattara the works have been undertaken by the District Local Funds Committee, and again I have to record my grateful thanks to Major Parr for the labour he has bestowed, and the strict personal supervision he has exercised over the erection of the buildings in his talookas. I had an opportunity of visiting one of the new school-houses; with its tiled roof, cloth ceiling, glazed windows, and good

strong doors and shutters—it formed a pleasing contrast to the wretched dwelling-houses around it.

In Candeish, thanks to the zealous exertions of the collector, Mr. L. Ashburner, more has been done in the way of school-building than in any other sub-division. Large, airy, well built school-houses are now either completed or nearly so at no less than 14 places. They are generally far superior to any of the village houses, and attract the attention of all travellers and others passing through the country. Rao Sahib Cassinath Thatte, the late Deputy Inspector, and now Mamlutdar of Dhoolia, continues to evince the warmest interest in the school-building operations of the Department, and has afforded most valuable assistance.

In Ahmednuggur much more has been done than last year, as regards Nassick and Peint States. Mr. Pandoorung Shriput, the Deputy Inspector of Nassick, has given me great satisfaction by the unwearied and indefatigable way in which he has pushed on these works. Had it not been for his constant and economical supervision, it is quite certain that the large and commodious school-houses he has erected at Gungapoor, Girnarey, and Ozur, could not have been built for twice what they have really cost, and to him is due the sole credit of their erection. The Deputy Inspector of Ahmednuggur in his report to me speaks with satisfaction of his co-operation, but I have ascertained from personal inquiry at Nassick that the sole credit is, as I have said, due to Mr. Pandoorung Shriput. The Deputy Inspector of Ahmednuggur, Mr. Bhicajee Ramchunder has, however, himself personally looked after the commencement of school-buildings at Kura and Newasseh. No Local Funds are available in this sub-division, and all these school-houses have been built by popular subscriptions, aided in some cases by grants from Imperial Funds.

In Rutnaghiri much has been accomplished under no ordinary difficulties. No local funds are available, and the people are miserably poor, yet eight new school-houses have been begun, exclusive of the eleven reported on last year. Much credit is due to Mr. Bal Pureshram for his exertions in inducing the people to come forward with subscriptions. In addition to the school-houses enumerated in the table, seven school-houses of an inferior and temporary description have, at his solicitation, been built by the people themselves, entirely at their own expense.

In Tanna I am unable to report any material progress. The District Local Funds Committees have not undertaken the work, with the exception of the school-house at Penn, which progresses slowly. The alterations to the Tanna school-house were arranged by the Public Works Department. Attempts have been made to commence, through the same agency, the school-house at Bhewndy, but so much delay has occurred in obtaining the sanction required to the plans and estimates, and eventually to the expenditure of the money at all (the estimate being in excess of Rs. 10,000), that the work has not been commenced, and it seems doubtful now whether funds will be available. But I am glad to say that in seven instances Government buildings admirably suited for school-houses, being either disused Mamlutdars' Kucherries or Travellers' Bungalows, have been made over to this Department and thus the necessity of building school-houses, has been obviated.

In the Island of Bombay we have in some instances succeeded in obtaining more suitable premises for our Schools, but in no single instance have they school-houses set apart for that purpose only. The majority are still located in dark crowded rooms, not properly ventilated, or suitable for young children.

12. LIBRARIES:—

A. Previously existing.

	Name of place.	Total number of Books.	Number added during the year.	Number of Members.	Books issued.	Income.	Expenditure.
	1	2	3	4	5	6	7
						Rs. a. p.	Rs. a. p.
Poona Sub-Division.	Poona	3,000	10	175	960	800 12 0	793 4 3
	Sholapoor		No returns received.				
	Juneir	108	..	8	..	34 7 0	24 7 6
	Tulligaum Dhumdhery.	86	..	43	50	44 4 0	49 4 0
	Pabul	97	..	25	48	47 7 0	42 9 0
	Khair	107	..	19	12	54 1 0	60 15 9
	Sassoor	83	..	14	12	51 10 0	42 4 0
	Patas	67	..	15	..	44 4 0	31 2 0
	Baramuttee	87	..	10	6	33 0 0	22 8 0
	Indapoor	156	..	15	..	35 4 0	30 4 0
	Tulligaum Dabhadey	18	..	18	8	60 0 0	60 0 0
	Vyrag	20	5	4	3	50 0 0	50 0 0

Name of place.		Total number of Books.	Number added during the year.	Number of Members.	Books issued.	Income.			Expenditure.		
1		2	3	4	5	6			7		
						Rs.	a.	p.	Rs.	a.	p.
Sattara Sub-Division.	Malcolm Peit ..	600	200	71	384	376	0	0	251	6	0
	Kurrar	541	439	21	142	152	2	0	148	15	3
	Waee	192	10	..	..	.....			63	8	6
	Sattara City....	1,500	83	95	1,035	1,023	14	7	990	4	9
Candeish Sub-Division.	Dhoolia	220	65	39	71	139	12	0	158	4	0
	Bhudgaum	237	..	20	..	373	8	0	101	12	4
	Malligaum	239	..	10	21	40	0	0	24	0	0
	Nundoorbar' ..	21	..	10	..	196	0	0	166	0	0
Nuggur Sub-Division.	Ahmednuggur	1,427	8	45	150	376	11	0	397	7	6
	Nassick	704	40	24	267	271	0	0	391	0	0
	Yeola	62	398	36	457	220	8	0	462	15	0
	Newasseh.....	..	31	6	25	72	4	9	72	4	9
Rutnagiri Sub-Division.	Rutnaghiri	973	24	25	98	407	9	1	397	3	11
	Sawunt Waree	565	1	46	86	362	0	2	216	12	9
Tanna Sub-Division.	Tanna	1,085	32	315	114	896	0	0	702	10	10
	Cullian.....	88	..	45	25	350	0	0	300	0	0
	Bhewndy	118	25	25	20	267	4	0	258	9	0
	Bassein	352	12	22	20	40	0	0	125	0	0
	Penn	..	..	51	..	131	8	0	72	0	6
	Alibagh	159	..	64	8	210	0	0	177	4	0
	Chinchnee	157	..	67	10	50	0	0	36	0	0
	Oorun	..	142	126	15	550	4	0	503	15	0

B. Newly Established.—No new libraries.

The above Table does not include the large public libraries in Bombay and Poona, which have no connection with this Department, and submit no returns to it. In December last I made a separate Report on all these institutions, to which reference can be made if required. The native libraries in the Poona Sub-Division are evidently in a languishing state. They were mostly opened by Mr. Ovans when he was first Assistant Collector, and appear to have depended on him almost entirely. Rao Saheb Nagayan Bhai reports that, "While Mr. Ovans exercised his control over them, his subordinate local officers appeared to take part in their management through fear of incurring his displeasure. But since he left them to themselves, the old mamlutdars thought that they were relieved of the duty of supporting them, and being ignorant of the use of such institutions they ceased to assist the Schoolmasters, who conducted the duties of Secretaries."

In Sattara the Malcolm Peith library exists mainly, if not entirely, for the convenience of European visitors to Mahabuleshwar. The 200

new books entered were only borrowed from the Sattara City Library for the season. The library at Kurar is in a flourishing state.

The libraries in Candeish, too, do not prosper. Only one has received any addition of books during the year. In Nuggur the expenditure in almost every case exceeds the receipts, but this may possibly arise from the purchase during the year, of books out of the balances of former years. In Tanna, probably from its proximity to Bombay, the libraries are in a more flourishing and progressive state. Rutnaghiri is such a poor country that although the people there are generally better educated than elsewhere, they are really too poor to support institutions of the kind. Attempts are, however, being made to start a library at Vingorla, which it is hoped will succeed.

13. The desire for English education continues, and is daily increasing. It is more and more felt that without a knowledge of English the avenues to all the most profitable employments, both under Government and private, are closed, and this is the main inducement to young men to study it. The attendance at First Grade Anglo-Vernacular Schools shows no material increase, but in Second Grade Anglo-Vernacular Schools it will be seen from the following contrasted statement that there is an increase of about 12½ per cent. in the number learning English in the Second Grade Anglo-Vernacular Schools of the Division :—

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1865-66	1866-67		
12	Poona.....	400	348	..	52
16	Sattara	285	326	41	..
14	Candeish	213	500	287	..
11	Ahmednuggur	192	138	..	54
8	Rutnaghiri.....	242	212	..	30
15	Tanna.....	342	366	24	..
3	Marathi Schools, Bombay..	87	121	34	..
6	Gujarati do. do. ..	230	230	..	..
		1,991	2,241	386	136
			Showing net increase..	250	..

I am unable to give statistics of the private Schools that have sprung up to meet the growing demand for English, but their number is considerable in Bombay, Poona, and Rutnaghiri.

As regards the Poona Sub-division the Deputy Inspector reports that "when separate institutions for teaching both English and Vernacular exist at the same place, the master of the Vernacular School finds no small difficulty in holding back his pupils from the English School, however little they may know of the elements of their own language." Speaking of Poona itself he says, that, "the number of immigrants (desirous of learning English, but having no opportunity of doing so in their own villages) is now so great that the English Schools are incapable of holding them."

The Deputy Inspector, Sattara, states that, "the desire for English Education is gradually increasing among only the higher classes of people, and especially among that small section of the people who look to Government or private employ for support."

The Deputy Inspector estimates that about 60 boys from the different Talooka Schools joined the English Schools at Sattara during the year.

The Candeish Deputy Inspector reports that "the desire for the study of English is increasing every day; 50 boys from Second Grade Anglo-Vernacular Schools have joined the Dhoolia High School and Malligaum English School during the year."

In Ahmednuggur the number of boys studying English at Talooka Schools has considerably decreased. The Deputy Inspector ascribes it to the "lowering the standard of admission into our First Grade Anglo-Vernacular Schools." And he says that, "the desire for the study of English seems to be increasing, from a fact, learnt from the Head Masters of the English Schools, that there are every three months some 60 candidates for admission into their institutions." This fact is however hardly compatible with the decreased number on the rolls of both the Ahmednuggur and Nassick Schools.

Of Rutnaghiri the Deputy Inspector says that, "It is beyond all doubt that the desire for English education is becoming stronger and stronger daily." The people, however, are poor, there are no Local Funds, and consequently the salaries that we can give are not sufficient to retain the services of really competent men.

There can be no doubt that with a better class of teachers, men themselves better acquainted with English than the majority of the Head Masters of our Second Grade Anglo-Vernacular Schools are at present, this desire for English education will increase still more.

14. *Spread of Sanskrit.*—In the High Schools the number of students of this language shows a slight decrease. Its study is optional, and a good many students are found to prefer taking up the study of Latin. (There are 60 boys in the Poona High School and 20 in the Elphinstone School studying Latin.) The Head Master of the Dhoolia High School reports that, "the boys take a delight in studying Sanskrit, and would rather learn it than Marathi. The only obstacle to its rapid advancement is the want of easy and cheap school-books in Sanskrit, and the scarcity of good Sanskrit teachers. Unless we increase the salaries of Sanskrit teachers in High Schools it will be difficult to get competent men." Whether the mere raising the salaries would get over this difficulty is, I think, doubtful.

In only four of the First Grade Anglo-Vernacular Schools of the Division is Sanskrit studied. The Schools of this Grade in Bombay, three in number, show no students studying this language. A Sanskrit tutor has been provided for the Poona City School during the year, but the instruction given in this and the other Schools of the same Grade in the Division is quite elementary, and indeed the acquisition of a difficult foreign language like English is sufficient to occupy the mind and attention of boys until they are of an age, and have attained sufficient proficiency to enable them to enter at High Schools, while for boys who have no intention of joining High Schools, but are contented with the middle class education which these Schools can give, no higher instruction in Sanskrit is necessary.

Sanskrit forms no part of the course of study in our Second Grade Anglo-Vernacular and Vernacular Schools, nor am I of opinion that it should do so. In very few instances are the masters competent to teach even its rudiments correctly, and though in those few cases where masters are competent and boys willing, no objection is made to its being taught, I have not set it down as a subject in the school courses. Its recognition as an element in the studies of High and First Grade Anglo-Vernacular Schools is sufficient for the present. Rao Sahib Narayan Bhai is not of opinion that any attempt to in-

troduce its study would be attended with success, the minds of all being turned to English. Rao Sahib Narayan Vishnu says that "Brahmins have every where given it up, because it cannot cope with English, but hopes that its recognition in the University course, and in High and Anglo-Vernacular Schools, may bear fruit in time to come," but adds, "for the present I may safely assert that besides the few University Candidates, very few men in the country ever take a fancy for learning Sanskrit." In Rutnaghiri, where education has always been more advanced than in any other part of the Division, and where such a very large proportion of the inhabitants are Brahmins, the Deputy Inspector reports that, "in some of the Schools it was taught out of school-hours, which showed that it was liked both by the teacher and the taught."

15. Under the recent orders of the local Government, the Examination of candidates for admission into the lower grades of the public service has, since October last, been entrusted to this Department. In my division 1st and 2nd class certificates were issued as under, up to 31st March 1867:—

	1st Class.
By the Educational Inspector, C. D.	86
By the Assistant Deputy Educational Inspector, C. D. ..	..
Total...	86

	2nd Class.
By the Deputy Educational Inspector, Poona	19
By the Assistant do. do.	..
By the Deputy Educational Inspector, Ahmednuggur....	15
By the Deputy Educational Inspector, Sattara	15
By the Assistant Deputy do. do.	2
By the Deputy Educational Inspector, Candeish.....	75
By the Assistant Deputy do. do.	61
By the Deputy Educational Inspector, Ratnagherry	62
By the Deputy do. do. Tanna	228
By the Assistant Deputy Educational Inspector do. ..	111
By the Deputy, Marathi Schools, Bombay	..
By the Deputy, Gujarati do. do.	3
Total..	591

I am unable to account satisfactorily for the very large proportion of certificates granted in the Tanna as compared with other Zillahs. I have drawn the attention of the Deputy to the fact, which I fear argues a laxity in enforcing the requirements of the Standard. I have no means whatever of ascertaining what numbers of these certificated men have obtained employment in the public service. The Deputy Inspector Poona does not think that any of those, to whom he gave certificates have obtained such employment. But as all future vacancies must be filled up by men holding certificates of having passed under the old or the new rules, some of them will doubtless obtain employment hereafter. The Sattara Deputy, Rao Saheb Narayen Vishnoo Bapat, thinks that "there is yet a small clique of high officers in the Government Service who are opposed to the employment of educated young men under them, on account of the spirit of independence which the young men carry with them. The lower grades of the Government Service have not yet been fully opened to education, and certificated men yet very often complain that friendless outsiders do not get employment." There can be no doubt that the power of granting these certificates will be of great use to the Department, and will afford great encouragement to the pupils in our Government Schools.

16. To students in aided Schools a few first class certificates were issued, but I am not aware that any of the recipients have since obtained Government employment.

17. *Grants-in-Aid system.*—The Revised Rules published in February 1866 have had a fair trial during the year, and I have personally examined all but two of the schools applying for aid under them. The system is, I am convinced, an admirable one, and while it meets with the cordial approval of school managers, it ensures, as far as any system can, a due ecomomy of the Public Funds. But at the same time I see plainly that the amount of labour devolving on Inspecting Officers, even with the present number of Grant-in-Aid schools, is enormous, and that any considerable extension of the system will involve a considerable increase to the inspecting staff. When it is considered that every boy has to be examined separately in nine or ten different subjects, for each of which a separate marking is required, some idea can be formed (even by those not accustomed to

examination) of the immense labour and continued attention required. I have only been able personally to examine all these Grant-in-Aid schools at the sacrifice of any proper inspection of 2nd Grade Anglo-Vernacular and Primary schools, and I venture to recommend the advisability, possibly even the necessity, of appointing a special officer to this work. In carrying out my inspections under the rules, I have found several discrepancies in the standards which will require modification, and which will, I hope, form subjects of discussion at our annual meeting of inspecting officers. I am also of opinion that the subjects of examination are too limited, and that they should certainly embrace History and Geography, in addition to the present subjects.

18. The following table shows approximately the number of different castes under instruction in Government Schools :—

Description of Schools.	Brahmins.	Other Hindoos.	Musalmans.	Parsees.	Others.	Total.
High Schools	484	361	21	309	29	1,204
1st Grade Anglo-Vernacular Schools..	909	371	49	372	68	1,769
2nd Grade Anglo-Vernacular and Primary Schools.						
Poona Sub-Division	3,655	3,655	294	1	4	7,609
Sattara do.	2,460	2,666	155	4	3	5,288
Candeish do.	1,587	9,598	899	..	6	12,090
Nuggur (not including Point State)..	2,851	3,395	12	375	34	6,667
Rutnaghiri Sub-division	2,789	2,040	103	..	6	4,938
Tanna do.	2,557	4,721	367	122	242	8,009
Bombay, Gujarati	166	953	16	16	16	1,167
Do. Marathi	54	293	131	411	1	890
Total....	17,512	28,053	2,047	1,610	409	49,631

19. The subject of the education of the sons and connections of Sirdars, Jahagirdars, and other chiefs, has engaged attention during the year.

At the Poona High School, there are seven sons or connections of Sirdars receiving their education.

Three young Sirdars have also been attending the Poona City School during the past year; two of these are the nephews of the Rajah of Akulkote, and have been 10 months at the school. They have both made good progress in English, but are backward in their own vernacular, especially in grammar. The third is son of the Punt Sucheo of Bhore, and attends the school for the purpose of learning English. While in school these Sirdars' sons are treated in all respects like other boys, and receive no special facilities of instruction, and are in no way exempt from the general rules of the school.

20. The Poona Boarding-house continues to prosper, and is a great boon to poor boys who come to Poona from distant places to enjoy the facilities for prosecuting their studies which it affords. During the year the average number of inmates was 60, and the cost per head to each boy averaged Rs. 5-0-0 per mensem.

Great improvements have been effected in the way of dividing off the larger rooms with partitions, thus ensuring more privacy and quiet than were before obtainable.

At your suggestion steps have also been taken towards establishing a boarding-house in connection with the First Grade Anglo-Vernacular School at Sattara.

21. A noticeable feature in connection with education in Candeish has been the opening of a School in the Dhoolia Jail for the education of the prisoners. The establishment of this school was proposed by the Deputy Inspector to Dr. Cates, the Superintendent of the Jail, who warmly approved the proposal. The school was accordingly established on the 15th of October last; it is now attended by 22 prisoners; the teacher is also a prisoner.

22. In conclusion I beg to express my thanks to the following gentlemen, for the kind interest they have shown in the cause of education, and the aid and assistance they have afforded to myself and my subordinates:—

L. Ashburner, Esq., Collector of Candeish.
H. E. Jacomb, Esq., late Sub-Collector of Sholapoor.
W. D'Oyly, Esq., Collector of Nuggur.

J. McFarlan, Esq., 1st Assistant, Nassick.
J. Arthur, Esq., Collector of Sattara.
Major Parr, 1st Assistant Collector, Sattara.
W. [redacted]. Havelock Esq., Collector of Tanna.
Mr. Vishnu Pureshram, Deputy Collector of Sholapoor.
Mr. Balkrishna Ramchandra, Mamlutdar of Kurmalla.
Mr. Krishnarao Trimbuk, Mamlutdar of Pundhurpoor.
Mr. Raoji Dhondeo, Mamlutdar of Dindoree.
Mr. Narsingapa Sungapa, Mamlutdar of Egutpoora.
Mr. Eknath Abaji, Mamlutdar of Nassick.
Rao Saheb Cashinath Mahadeo Thatte, Mamlutdar of Dhoolia.
Mr. Pandurang Sudasive, Mamlutdar of Bhudgaom.
Mr. Narayan Ramchandra, Mamlutdar of Malligaum.

I have the honour to be, &c.,

T. WADDINGTON,
Educational Inspector, C. D.

(TABLE APPENDED.)

DAKSHINA PRIZE FUND.

Dr. *Abstract Account of Receipts and Disbursements from the 1st May 1866 to 31st March 1867.* *Cr.*

1867.		Rs.	a.	p.	1867.		Rs.	a.	p.
March 31st.	Amount sanctioned by Government for 11 months, from 1st May 1866 to 31st March 1867	18,959	0	0	March 31st.	Paid salary of the Senior and Junior Dakshina Fellows in the Elphinstone College	4,822	3	10
					,, ,,	Ditto ditto Poona College	3,366	0	0
					,, ,,	Paid allowance to Dakshina examiner	458	5	4
					,, ,,	Paid for Establishment of the Secretary and Reviser Dakshina Prize Committee	1,397	0	0
					,, ,,	Paid Grain Batta to the Secretary's Clerk	44	0	0
					,, ,,	Paid contingencies for Secretary's office	90	8	9
					,, ,,	Paid salary of a Teacher in the Poona Training College	26	10	8
					,, ,,	Paid subsistence allowance to the students of the Poona Training College	428	0	0
					,, ,,	Paid contribution to the Poona Female School	825	0	0
					,, ,,	Paid contribution to the Poona Boarding House	550	0	0
					,, ,,	Paid amount of Dakshina distributed amongst Brahmins during the year	5,944	7	5
					,, ,,	Paid for the purchase of Books and Award of Prizes	992	13	0
							18,945	1	0
						Balance lapsed to Government	13	15	0
	Total Rupees	18,959	0	0		Total Rupees	18,959	0	0

(True copy) (E-rors Excepted)

(Signed) T. WADDINGTON, A. GRANT,

Educational Inspector, C. D. Director of Public Instruction.

Mahabuleshwur, Office of Director of Public Instruction, 26th April 1867.

A 2.

REPORT BY W. A. RUSSELL, ESQUIRE, EDUCATIONAL INSPECTOR, SOUTHERN DIVISION, FOR 1866-67.

No. 124 OF 1867-68.

Office of the Educational Inspector, S. D.,
Camp, Belgaum, 1st June 1867.

To the DIRECTOR of PUBLIC INSTRUCTION,
Poona.

SIR,—I have the honour to submit, in the form lately prescribed by you, my report for 1866-67.

No changes in area. Estimated population of the Division is 2,604,081.

2. No changes in Inspecting staff. Two new teachers were appointed in the Belgaum Training School, and one of its teachers, competent in Canarese and Marathi, but not knowing English, was appointed to act as Canarese Translator, as the best man available for that post. The Head Master of the newly opened English School at Kulladghee resigned, and joined the Revenue Department; and the Dharwar English School Master, not knowing Canarese, was allowed to take up an appointment in Berar.

3. Actual expenditure, Imperial and Local Funds :—

	From Imperial Funds.	From Local Funds.
	Rs. a. p.	Rs. a. p.
Inspection and Subsidiary Charges	22,296 15 8	367 12 0
Instruction (including all Educational Expenditure not coming under the above head)	52,786 9 6	52,626 15 10
Total....	*75,083 9 2	*52,994 11 10

Vide notes in next page.

4. Comparison of expenditure of 1866-67, with expenditure of previous year, 1865-66 :—

In 1865-66.	From Imperial Funds.	From Local Funds.
	Rs. a. p.	Rs. a. p.
Inspection and Subsidiary Charges.....	24,896 4 1	.....
Instruction.....	56,168 3 0	40,914 11 11
Total....	*81,064 7 1	†40,914 11 11

5. Analysis of expenditure of Local Funds, &c. :—

Expenditure of Local Funds.

Collectorate.	1865-66.	1866-67.	Increase.	Decrease.
1	2	3	4	5
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum ..	16,801 9 2	19,277 12 11	2,476 3 9	....
Dharwar ..	12,497 1 5	14,332 5 9	1,825 4 4	....
Kulladghee.	7,672 13 3	9,111 4 11	1,438 7 8	....
Canara....	3,943 4 1	10,273 4 3	6,330 0 2	....
Total....	40,914 11 11	52,994 11 10	12,069 15 11	....

* Decrease of Rupees 5,080-13-11, owing to this year having closed on the 31st March instead of 30th April 1867.

† Increase of Rupees 12,079-15-11 consequent on the increased number of Schools this year.

Remarks on the operation of the Local Cess :—

The local cess was in general operation in two zillahs only, Belgaum and North Canara, in 1866-67. 34 Schools were opened from Cess Funds, during the year under report. The total number of Schools from Cess Funds is now 108. The Local Fund Zillah Committees generally, and some of the Talooka ones, take an intelligent interest in the administration of School Cess Funds, and local action, in the matter of School expenditure, &c., has at least begun. The cess operations have already begun to bring the subject of popular education before both the masses and their rulers in a somewhat different and clearer light than before. The people are beginning to look on Schools as necessary popular institutions, and not merely as a part of the administrative machinery of a foreign Government with which they have little or no concern. The cess payers now want something in return for their money, and the school attendance of the agricultural classes is increasing. The troublesome and precarious resource of "popular contributions" for Schoolmasters' salaries is dispensed with since the levy of the cess (but the people are too apt to think that the cess is sufficient for all their school requirements, or, at least, to allege this as a ground for refusing further local contributions, even when urgently needed). Another good effect of the cess is the good example it sets to Inamdars, Jahgeerdars, &c., and their people, who see its operations, however humble at present, in the neighbouring British Territory. For instance, I and my Deputies have been asked by the people of non-Government villages to get the School Cess levied for them.

6. Comparative Table of Receipts from fees under different Grades of Schools in each Sub-Division :—

	1865-66.							1866-67.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.		
	Rs. a. p.	Rs. a.	Rs. a. p.				Rs. a. p.	Rs. a.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	..
Belgaum ..	629 10 1	1,028 4	2,140 9 6	..	..	..	3,798 7 7	557 8	1,256 8 6	3,090 15 6	..	..	..	4,905 0 0	1,106 8 5	..
Dharwar ..	....	1,045 9	2,541 2 2	..	..	..	3,586 11 2	..	1,279 7 0	2,528 7 10	..	..	..	3,807 14 10	221 3 8	..
Kulladghee	....	492 10	1,734 0 10	..	..	..	2,226 10 10	..	1,049 9 0	2,207 4 0	..	..	..	3,256 13 0	1,030 2 2	..
Canara....	....	998 11	247 4 0	..	..	..	1,245 15 0	..	1,071 9 9	447 3 0	..	..	..	1,518 12 9	272 13 9	..
Total..Rs.	629 10 1	3,565 2	6,663 0 6	..	..	..	10,857 12 7	557 8	4,657 2 3	8,273 14 4	..	..	..	13,488 8 7	2,630 12 0	..

7. Table of objects of expenditure on Instruction :—

	From Imperial.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.			
(*a*) *General*..... High Schools	9,460 4 0	4,160 8 11	13,620 12 11
(*a*) *General*..... Middle Class Schools	15,047 12 3	11,857 10 11	26,905 7 2
(*a*) *General*..... Lower Class Schools	21,480 2 2	30,290 9 4	51,770 11 6
(*b*) *Special*	5,246 3 11	1,848 0 8	7,094 4 7
(*c*) *Female Schools*	.....	.....	.....
Private Institutions receiving aid from Government.			
(*a*) *General*..... High Schools	.....	.....	.....
(*a*) *General*..... Middle Class Schools	685 0 0	.....	685 0 0
(*a*) *General*..... Lower Class Schools	.....	.....	.....
(*b*) *Special*	.....	.....	.....
(*c*) *Female Schools*	.....	.....	.....
Book Department	272 5 10	117 0 5	389 6 3
Translation Department	498 5 4	10 0 0	508 5 4
Buildings	.....	4,343 1 7	4,343 1 7
Miscellaneous	96 8 0	.....	96 8 0
Total..Rs.	52,786 9 6	52,626 15 10	1,05,413 9 4

8. Results of expenditure :—

(*a*) On Inspection-work of Inspectors, showing number of Schools and Scholars, both Government and private, visited by Inspectors and Deputy Inspectors :—

By whom visited and examined.	Name of the Institution.	Government Institutions.		Private (aided) Institutions.		Private Institutions under inspection only.	
		Number of Schools visited.	Number of Scholars examine	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Educational Inspector, S. D.	High Schools	1	70	.....	.....	.....	.....
	Middle Class Schools	4	119	1	43	1	20
	Lower Class do.	27	697	.....	.....	3	53
	Female Schools	2	14	.....	.....	2	No record.
	Normal do.	1	30	.....	.....	.....	.....
Deputy Educational Inspector, Belgaum, S. D.	Middle Class Schools	6	578	.....	.....	.....	.....
	Lower Class do.	47	2,348	.....	.....	.....	.....
Deputy Educational Inspector, Dharwar, S. D.	Middle Class do.	2	304	.....	.....	.....	.....
	Lower do. do.	12	860	.....	.....	.....	.....
Deputy Educational Inspector, Kuladghee, S.D.	Middle Class do.	4	276	.....	.....	.....	.....
	Lower Class do.	42	1,718	.....	.....	.....	.....
	Female Schools	1	20	.....	.....	.....	.....
Assistant Deputy Educational Inspector, Canara, S.D.	Middle Class Schools	4	180	.....	.....	.....	.....
	Lower do. do.	16	314	.....	.....	.....	.....
	Female Schools	..	..	.....	.....	.....	.....
	Total	169	7,828	1	43	6	73

(*b*) On Instruction, showing number of schools, scholars, and average attendance in all Grades :—

	Number of Colleges or Schools.	Number of boys on the Roll.	Average daily attendance.
Belgaum Sirdars' High School	1	122	107
Middle Class Schools	28	3,109	2,699
Lower Class do.....	209	12,687	10,180
Female Schools	12	392	324
Belgaum Training School ..	1	49	42
Total	251	16,359	13,352

Remarks on Return (*a*). When travelling with the Director of Public Instruction on tour last year in the Southern Division, I did not note numbers of boys then examined in the schools in the Political Districts, and in some of the Government Schools. I have therefore omitted those Schools from the above return. The Deputy Inspectors of Belgaum, Dharwar, and North Canara, were also travelling with the Director of Public Instruction, or waiting for him about head quarters, during part of the inspecting season, which took them away, to some extent, from their regular work. The Dharwar Deputy Inspector inspected with me in North Canara and Dharwar Districts, some of the Schools shown as inspected by me in the return.

9. The increase of Schools and Scholars :—

	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1865-66.	1866-67.	Increase.	Decrease.
High School	1	1	..	..	159	122	..	37
Middle Class Schools..	23	28	5	..	3,252	3,109	..	143
Lower Class do....	138	209	71	..	9,202	12,687	3,485	..
Female Schools	..	12	12	..	..	392	392	..
Special School.....	1	1	..	..	47	49	2	..
Total....	163	251	88	..	12,660	16,359	3,879	180

Total Increase..... { Schools 88
Scholars .. 3,699

Increase in Vernacular Schools.. { Schools 71
Scholars .. 3,485

Increase in Female Schools .... { Schools 12
Scholars .. 392

Para. 9, *Remark.*—An Anglo-Vernacular School was opened at Kulladghee, supported by a fee of Rupees 2 per boy. No Government grant for it was available. The increase as shown in the above table, it will be observed, is chiefly in Primary and Girls' Schools.

Detail of the above :—

Collectorate or Sub-Division.	High Schools.								First Grade Anglo-Vernacular Schools.								Second Grade Anglo-Vernacular Schools.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Belgaum	1	159	1	122	..	..	..	37	..	..	..	..	..	..	..	..	8	1,274	8	942	..	..	..	332
Dharwar	..	..	..	..	..	..	..	..	1	100	1	130	..	30	..	..	4	935	5	876	1	..	..	59
Kulladghee	..	..	..	..	..	..	..	..	..	..	1	40	1	40	..	..	5	448	5	591	..	53	..	..
Canara	..	..	..	..	..	..	..	..	2	99	2	86	..	..	..	13	3	396	6	534	3	138	..	..
Total....	1	159	1	122	..	..	..	37	3	199	4	256	1	70	..	13	20	3,053	24	2,853	4	191	..	391
	Net Decrease .. Scholars .. 37								Net Increase { Schools .. 1 / Scholars .. 57								Net Increase .. Schools .. 4 / Net Decrease .. Scholars .. 200							

TABLE—*continued.*

Collectorate or Sub-Division.	Primary Schools.								Normal Schools.								Special Schools.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Belgaum	47	3,106	75	4,733	28	1,627	..	..	..	..	..	..	..	..	..	..	1	47	1	49	..	3	..	..
Dharwar	42	3,232	59	3,950	17	718	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kulladghee	41	2,430	53	2,869	12	439	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Canara	8	434	22	1,135	14	701	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total, ...	138	9,202	209	12,687	71	3,485	..	..	..	..	..	..	..	..	..	..	1	47	1	49	..	2	..	..
Net Increase					Schools .. 71 Scholars .. 3,485												Net Increase ..				Schools .. 0 Scholars. 2			

TABLE—*continued.*

Collectorate or Sub-Division.	Girls' Schools.								Total.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Belgaum	..	..	..	..	..	..	..	..	57	4,586	85	5,846	28	1,029	..	369
Dharwar	..	..	5	213	5	213	..	..	47	4,267	70	5,109	23	961	..	59
Kulladghee	..	..	5	134	5	134	..	..	46	2,878	64	3,544	18	666	..	..
Canara	..	..	2	45	2	45	..	..	13	929	32	1,800	19	884	..	13
Total	..	..	12	392	12	392	..	..	163	12,660	251	16,359	88	4,140	..	441
	Net Increase .... { Schools..... 12 / Scholars 392								Net Increase ..... { Schools..... 88 / Scholars 3,699							

10. Results of instruction in Government Schools in point of quality, as shown by numbers passed under different Standards.

These results cannot be shown as required this year. The form of examination return used was that in use in the Central Division, showing the number of boys passed, not under each standard, but under each head of each standard. Of course the number passed under each standard could have been decided on the spot by the inspecting officers; but the inspection and examination returns that reached me showed only the numbers examined and passed *under each head*, according to the form in use. For instance, out of 40 boys shown as examined under Vernacular Standard II., 30, say, were shown as passed in reading, 35 in writing, 25 in arithmetic, 15 or 20 in dictation, and so on, according to the form under the different *heads* of standards only; so that a boy failing to pass under one head of one standard was not excluded from passing under other heads of the same standard. I used this form myself, and in the same way, in some school examinations. One of my Deputies remarks, that if he had not used the form in this way, he would not have known what a school could do generally, but only what those few boys could do who were able to pass under every head of any given standard; and he explains that the standards, and the subsequent modifications of or additions to them, being as yet new to the school-masters, they have not yet brought up their boys to the required minimum for passing under each head. No purely Vernacular school that I know of, brings boys up fully to Vernacular Standard IV. (in this Division). As a rule, half the boys in Vernacular Schools are merely "ank walas," writing the letters of the alphabet on sand-boards, and learning tables by heart, and are below the lowest Vernacular Standard, which requires reading 1st and 2nd Books. Of the other half, or out of 50 per cent. in each school presented for examination under the first three standards, about 30 would pass as follows:—

2 under Standard III.
3 under Standard II.
25 under Standard I.

11. School Building operations during the year :—

Name of place.	For what number of Boys.	Estimated cost.	Commenced during the year.	Carried on.	Completed.	Actual expenditure on completed buildings.
1	2	3	4	5	6	7
Canara Sub-Division.						Rs. a. p.
Coompta	125	2,500 0 0	1866-67	Carried on.	.....	....
Kulladghee Sub-Division.						
Hullsungee	80	400 0 0	1866-67	Carried on.	.....	....
Seevangee	60	500 0 0	Ditto	Ditto	.....	....
Kulkeree	80	760 9 0	1865-66	....	Completed	764 1 11
Hipperga	75	576 10 0	Ditto	Carried on.	.....	....
Indge	125	1,135 8 0	Ditto	Ditto	.....	....
Belgaum Sub-Division.						
Kagwad	150	700 0 0	1866-67	....	Completed	711 5 0
Moodulgee	75	500 0 0	Ditto	Carried on.	.....	....
Mugulkhed	75	500 0 0	Ditto	Ditto	.....	....
Dharwar Sub-Division.						
Konnoor	100	740 0 0	1866-67	Carried on.	.....	....
Noorgoond	200	2,000 0 0	Ditto	Ditto	.....	....

Remarks.—The estimated cost in column 3 of the above table is not to be taken in an Engineering sense. The sums entered under that head are simply whatever could be got from the people, or assigned from Local Funds. Government withdrew its grant for School-buildings, and the people were seldom or never willing to pay the whole cost of anything like an adequate building. The Belgaum School Fund budget could afford no provision for buildings; the Canara budget assignments for this purpose required supplementing from a Government grant, which was withheld. In Dharwar and Kulladghee the local cess was only being levied uniformly for the first time (for expenditure next year). But though for these reasons, there has been little progress in School-building

operations, still a considerable sum has been subscribed by the people, apart from local cess funds, in expectation of a Government grant this year, as I have lately reported to you.

12. Libraries :—

A. Previously existing. Return up to 31st December 1866.

Name of place.	Total number of Books.	No. added during the year.	Number of Members.	Books issued.	Income.			Expenditure.		
1	2	3	4	5	6			7		
					Rs.	a.	p.	Rs.	a.	p.
Belgaum	571	5	8	50	279	9	4	427	0	6
Chikodee	64	3	22	..	120	0	0	110	1	6
Gokak	47	44	34	..	51	0	0	51	0	0
Athnee	5	..	8	..	201	0	0	192	11	6
Sumpgaum....	..	..	5	..	9	4	0	2	12	0
Sawuduttee....	50	45	7	15	45	4	0	45	4	0
Dharwar	835	14	9	38	182	8	0	215	12	0
Betigiree	4	18	..	..	.....			.....		
Beejapoor	88	3	62	..	182	0	0	117	8	0
Bagulkote	44	..	..	..	.....			.....		
Carwar	792	..	47	25	75	0	0	75	0	0
Honore	76	..	4	2	2	0	0	9	0	0

B. Newly established.

Name of place.	Total Number of Books.	No. added during the year.	Number of Members.	Books issued.	Income.	Expenditure.		
1	2	3	4	5	6	7		
						Rs.	a.	p.
Kulladghee.	....	37	43	16	479	372	8	9

On this subject I beg to refer to my report of 5th November last, to which I have at present nothing to add, except that the new Library at Kulladghee, contemporary with the new English School there, seems to have made a fair start.

13. *Spread of English.*—I have already mentioned that an English School was opened at Kulladghee, during the year under report. Four Second Grade Anglo-Vernacular Schools were also opened. With the exception of the great town of Hooblee, the best Second Grade Anglo-Vernacular Schools are on the North Canara Coast. The Deputy Inspectors state, as they usually do, that "the people's desire for English is increasing." No doubt it is. But a Government resolution has ruled that the local cess shall be spent on primary Vernacular Schools. On the other hand, Government has not yet come forward with a suitable endowment for Anglo-Vernacular Schools (First and Second Grade), at least not in this part of the country, consequently the people's desire for English remains unsatisfied.

This report is limited to the statement of *results*, whatever they may be; so that I cannot here enter on the *requirements* of this country, though the topic of the "spread of English" forcibly suggests them. I am glad, however, to know that the Director of Public Instruction is in communication with Government on the subject; and another visit to this country will enable him still better to appreciate its educational wants, and to bring them to the favourable consideration of Government.

Another point to be here noted, and a very important one, is, that the teaching of the Vernacular of this country (Canarese) must be put on a sound basis before sound progress in English can be made. The rules of the Educational Department very properly insist on a boy's being able to read and write his mother tongue tolerably, at least, before he is allowed to learn English in Government schools. But this requirement is not yet satisfied in the Southern Division.

14. *Spread of Sanskrit.*—A Shastri or two have been appointed to teach the declensions and conjugations, in some of the larger district schools, but I doubt if they can do it, and so, I think, does Dr. Bühler. Sanskrit, as a "second language" for matriculation, has not yet, I believe, been established in the Belgaum High School; still less can any true progress in that language be looked for from the tyros of my district schools.

15. *Employment of educated Natives.*—All that I have to record under this head is, that the late Head master of Kulladghee English

School, a matriculated man, obtained a subordinate post in the Revenue Department; and that 19 first class, and 151 second class certificates for Government employ were granted during the year under Report.

16. Only one school in this Division has applied for Government Grants-in-Aid, according to the new Revised rules, and obtained it; it is the Pensioners' School at Belgaum, under the management of the Chaplain, the Rev. Mr. Watson. There are a few Missionary schools in the Southern Division, viz. at Belgaum, Dharwar, Betigiri (in Dharwar zilla), and Gooledgoodd (Kulladghee zilla). Their managers have been furnished with the rules, &c. from this office, but have not applied for a grant.

17. Statement showing the proportion of different Castes under instruction in Government schools:—

Divisions.	Brahmins.	Other Hindoos.	Parsees.	Mahomedans.	Others.	Total.
1	2	3	4	5	6	7
Belgaum ..	1,247	3,102	1	222	15	4,587
Dharwar ..	1,582	3,050	1	347	..	4,980
Kulladghee .	1,191	2,118	..	195	..	3,504
Canara. ..	212	1,338	..	122	42	1,714
Total..	4,232	9,608	2	886	57	14,785

18. I append a table showing the number of Lingayets, boys and girls, under instruction. The Lingayets, I need hardly remark, are the masses, the agricultural and trading classes, of the Canarese country. On comparing this table with that of the preceding para., it will be seen that the Lingayets are the majority of the "other Hindoos" of that table, and that they outnumber the Brahmins therein tabulated. The Lingayets are very backward, as yet, as regards instruction, but in course of time, and with proper encouragement

of their language, Canarese, in Government Schools, they will not only form an overwhelming majority in our Schools (from sheer force of numbers), but will also, I have reason to think, compete successfully with Brahmins for all kinds of official posts under Government.

Statement of the number of Lingayets under instruction in boys' and girls' schools:—

Sub-Division.	In Boys' Schools.	In Girls' Schools.
Belgaum	2,300	30
Dharwar	1,787	66
Kulladghee	1,378	30
Canara	172	1
Total....	5,637	127

19. The following Statement indicates the number of students whose home language is:—

Sub-Division.	Canarese.	Marathi.	Konkani.	Mussulman.	Telugu.	Guzerathi.	Others.
Belgaum ..	4,100	1,300	..	30	30	20	..
Dharwar ..	3,976	580	..	389	..	..	112
Kulladghee.	2,955	203	..	188	..	24	..
Canara....	771	66	753	124	..	..	..
Total..	11,802	2,149	753	731	30	44	112

20. There are no returns of Schools in the Political Districts.

I have the honour to be, &c.,

W. A. RUSSELL,

Educational Inspector, S.D.

A 3.

REPORT BY T. B. CURTIS, ESQUIRE, EDUCATIONAL INSPECTOR, NORTHERN DIVISION, FOR 1866-67.

No. 344 of 1867-68.

Camp Bulsar, 1st June 1867.

To Sir ALEXANDER GRANT, Bart.,
Director of Public Instruction, Bombay.

SIR,—I have the honour to submit my Report on the state and progress of Education in the Northern Division during the eleven months ending the 31st March 1867.

1. No change has taken place in the extent of this Division, or in any of its Sub-divisions, and the population, in the absence of any fresh census returns, may be considered the same as last year, viz. 4,702,448.

2. The only change in the Inspecting staff is the addition of an Assistant Deputy on Rs. 75 a month in the Surat Sub-Division, an addition that was very much required, in consequence of the large increase in schools and scholars. The appointment was conferred on Mr. Paragji V. Nayak, 1st Assistant Master in the Ahmedabad Training School, who joined his appointment on the 1st of February 1867. Other important changes in the *personnel* of the Department are :—

1. The lamented decease of Mr. W. H. Smith, Head Master of the Ahmedabad High School, on the 23rd June 1866.
2. The appointment of Mr. Janardhan S. Gadgil, B. A., as acting Head Master of the same School, in succession to Mr. Smith ; and his resignation of the appointment on the 7th January last.
3. The appointment of Mr. Dallas Hill, B.A., of Cambridge, to the Headmastership of the Ahmedabad High School by Her Majesty's Secretary of State for India. He joined his appointment on the 6th of February.

4. Mr. Mahadeva Vishnu Kane, B. A., who was appointed Officiating Tutor of Logic in the Guzerat Provincial College, and Teacher of English Literature in the Ahmedabad High School, shortly after Mr. Smith's death, was confirmed in these appointments on 6th February.

(5). Mr. Girdharlal D. Kothari, LL.B., resigned his appointment as Head Master of the Nariad 1st Class Anglo-Vernacular School on the 31st December, and was succeeded by Mr. Sorabjee M. Tavernwalla, 1st Assistant Surat High School.

(6). He was succeeded at Surat by Mr. Mansukhal M. Munshi, B. A., who resigned the appointment on the 16th January, and was succeeded by Mr. Balaji B. Thakur, B.A., on the 22nd January.

(7). Mr. Gokaldas Kandas Parekh, B. A., was appointed 2nd Assistant Master in the Surat High School on the 16th January.

Other changes too numerous to mention, among the assistants in the various English Schools of all grades, have taken place.

3. The actual expenditure from Imperial and Local Funds was :—

	From Imperial Funds.			From Local Funds.		
	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary Charges.*	25,329	6	1	5,008	1	0
Instruction,† including all Educational expenditure not coming under the above Head	78,289	13	6	2,04,753	3	6
Total Rupees	1,03,619	3	7	2,09,761	4	6
Grand Total.... Rs.	.....			3,13,380	8	1

* This includes salaries drawn by Inspector, Deputy Inspectors, and, Assistant Deputy Inspectors, and their respective Establishments; also Travelling Allowances and Contingencies.

† This includes salaries of Masters, &c., Scholarships, Expenses of the Book Department, Translation Department, Grants for building School-houses, &c., Grants-in-Aid to private Institutions, Contingencies, &c.

The Expenditure in 1865-66 was;—

	From Imperial Funds.			From Local Funds.		
	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary charges.	27,338	6	9	4,776	9	2
Instruction (including all Educational expenditure not coming under the above head) ..	88,859	6	11	2,90,251	7	11
Total.... Rupees	1,16,197	13	8	2,95,028	1	1
Grand Total.. ..Rs.	.....			4,11,225	14	9

The decrease of expenditure for the year is Rs. 12,578-10-1 in Imperial Funds, and Rs. 85,266-12-7 in Local Funds, and is thus accounted for :—

In expenditure, are included only such items as pass through our Department; and the amount expended on the Premchund Roychund Training College Building by the Public Works Department is not included in the above.

In 1865-66, the expenditure on School-houses from Local Funds was from two years' income. This year the expenditure under all heads from Imperial Funds, is for eleven months only.

5. Analysis of Expenditure of Local Funds, including Cess, Fees, Popular Contributions (i.e. subscriptions, endowments, Municipal Funds, &c.) under different Collectorates, &c. :—

Collectorates or Sub-Divisions.	1865-66.			1866-67.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Surat Collectorate	1,55,079	4	0	72,984	2	11	....			82,095	1	1
Ahmedabad do.....	61,906	5	0	46,703	9	11	....			15,202	11	1
Kaira do.....	46,209	4	1	43,771	11	5	....			2,437	8	8
Punch Mahals	3,128	7	4	4,788	8	4	1,660	1	0	.....		
Camp Baroda	384	0	3	245	14	0	....			138	2	3
Ditto Deesa.....	573	8	0	315	2	11	....			258	5	1
Kattiawar Agency	20,619	2	0	40,512	3	0	19,893	1	0	.....		
Palunpur do.....	1,743	2	0	....			....			1,743	2	0
Rewa Kantha do.....	3,008	12	3	440	0	0	....			2,568	12	3
Mahi Kantha do.	1,254	8	7	....			....			1,254	8	7
Surat Agency	221	11	7	....			....			221	11	7
Total..Rupees	2,95,028	1	1	2,09,761	4	6	21,553	2	0	85,266	12	7

There are five Local Fund Committees in this Division. The amounts budgetted against and expended by each is as under :—

Local Fund Committees.	Budget amount.	Inspection.	Higher Class.	Middle Class.	Lower Class.	Training of Masters.	School Buildings' Repairs.	Scholarships, Books, Furniture, Prizes, &c.	Total.
	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.	Rs. a. p.
Surat	54,117	480 0 0	4,480 1 3	6,225 0 1	10,549 12 4	2,750 0 0	10,610	5,996 0 0	41,006 13 8
Ahmedabad	39,119	360 0 0	.....	1,480 2 0	15,533 10 1	1,167 9 3	13,009	2,804 4 4	34,354 9 8
Kaira	52,836	324 0 0	.....	8,126 15 3	19,142 4 3	450 0 0	12,986	2,435 0 0	43,464 3 6
Broach	39,668	312 12 4	.....	4,091 0 0	10,191 11 1	2,750 0 0	12,100	2,025 8 0	32,370 15 5
Punch Mahals	5,000	.....	.....	531 0 0	1,444 3 4	.....	..	854 0 0	2,829 3 4
Total....Rs.	190,740	1,476 12 4	4,480 1 3	21,354 1 4	56,861 9 1	7,117 9 3	48,711	14,114 12 4	1,54,115 13 7

This shows that many items of expenditure, which in other parts of India are borne entirely by Government, are partly paid from the Local Cess; viz. Inspection, Higher Class Education, and Training of Masters.

The Local Cess continues popular, and from the numerous petitions received from the people for Schools and School-houses, it seems that they are determined to receive the full benefit of the money they contribute towards the extension of education. In many places where new School-houses, erected from Local Funds, were used for the first time, the people raised subscriptions to feast the pupils, and make the day one of rejoicing; and this without any hint from our Department. The sum of Rs. 428 in nine places in the Surat Collectorate alone, was subscribed and spent in this manner.

The sum of Rs. 3,000 from Local Funds in the Punch Mahals, where there is no Land Cess at present, was assigned for Education by Mr. Propert and the Revenue Commissioner.

6. Comparative Table of Receipts from Fees under different Grades of Schools in each Sub-Division:—

	1865-66.							1866-67.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.		
	Rs. a.	Rs. a.	Rs. a. p.		Rs. a. p.		Rs. a. p.	Rs. a.	Rs. a. p.	Rs. a. p.		Rs. a. p.		Rs. a. p.	Rs. a. p.	
Surat Sub-division	1,768 4	3,302 11	2,051 5 1	..	5 13 0	..	7,728 1 1	2,018 4	4,141 5 6	3,520 9 6	..	8 2 0	..	9,688 5 6	1,960 4 5	..
Dholka ditto.	2,370 4	2,744 8	2,077 6 0	..	32 13 6	..	8,125 0 0	2,000 0	2,612 3 0	4,483 2 0	..	66 3 11	..	9,167 9 5	1,042 9 5	..
Kaira ditto	....	2,686 0	2,437 15 6	..	....	..	5,123 15 6	....	2,624 14 6	3,798 14 0	..	....	..	6,423 12 6	1,299 13 0	..
Kattiawar ditto	....	1,088 8	2,271 5 11	..	....	..	3,309 13 11	....	501 14 3	3,999 5 0	..	6 8 8	..	4,507 11 11	1,197 14 0	..
Rewa Kantha ditto.....	....	285 14	1,339 5 0	..	....	..	1,625 3 0	....	514 14 0	1,583 6 8	..	....	..	2,098 4 8	473 1 8	..
Total....	4,138 8	10,057 9	11,077 6 0	..	38 10 6	..	25,012 1 6	4,024 4	10,485 3 3	17,385 5 8	..	80 15 1	..	31,075 12 0	6,063 10 0	..

In 1865-66, the increase in Fees was Rupees 2,034, with an increase of 10,073 pupils. In 1866-67, the increase in fees, in eleven months, has been Rs. 6,063, while the increase in pupils is 5,698 only. This I consider as good a test of the increased popularity of, and regularity of attendance in, our Schools, as we can have. The total fee collections, Rs. 31,975-12-0, more than cover the cost of Inspection for the year; and excluding poor Scholars, who are free, and those attending Schools in which no fee is levied, this gives an average of one rupee from each pupil.

7. Table of objects of expenditure on Instruction :—

	Expenditure.		
	From Imperial Funds.	From Local Funds.	Total.
* GOVERNMENT INSTITUTIONS.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Colleges not affiliated to the University.	1,899 14 3	2,918 1 4	4,817 15 7
(a) *General* { High Schools.....	15,056 2 9	9,668 5 5	24,724 8 2
(a) *General* { Middle Class do...	16,901 14 11	41,023 7 7	57,925 6 6
(a) *General* { Lower do. do...	34,216 1 11	90,000 11 9	1,24,216 13 8
(b) *Special* { Normal Schools....	6,892 10 0	8,743 15 6	15,636 9 6
(b) *Special* { Female do.	39 8 0	3,381 15 1	3,421 7 1
Total....	75,006 3 10	1,55,736 8 2	2,30,742 12 0
PRIVATE INSTITUTIONS *Receiving aid from Government.*			
(a) *General.*—Middle Class School	1,143 0 0	.....	1,143 0 0
Total....	1,143 0 0	.....	1,143 0 0
Book Department	306 12 0	.....	306 12 0
Translation do.	1,833 13 8	.....	1,833 13 8
Buildings	.....	47,769 6 5	47,769 6 5
Miscellaneous (Scholarships, &c.).	.....	1,247 4 5	1,247 4 5
	2,140 9 8	49,016 10 10	51,157 4 6
Grand Total....	78,289 13 6	2,04,753 3 6	2,83,043 1 0

* Includes all Institutions managed by the Department.

It appears from this that on Government Schools the proportion of Imperial and Local Funds expenditure is about 2 to 3.

8. *Results of Expenditure :—*

(*a*). *On Inspections*, as shown in the number of schools and scholars, both Government and private, visited by Inspector and Deputy Inspectors, as per subjoined table and summary of their Employment Returns :—

By whom visited and Examined.	Name of Institutions.	Government Institutions.		Private Institutions.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Educational Inspector, N. D.	High Schools	1	214	..	..
	Middle Class Schools	11	891	2	270
	Lower do. do.	20	1,250	..	..
	Female Schools	4	143	1	53
	Normal do.	1	46	..	..
	Special do.	..	..	1	13
Deputy Educational Inspector, Surat Sub-division.	Middle Class Schools	5	211	..	..
	Lower do. do.	85	3,360	..	..
	Female Schools	13	312	..	..
	Normal do.	2	46	..	..
Do. Dholka do.	Middle Class Schools	4	139	..	..
	Lower do. do.	63	3 879	..	..
	Female Schools	8	179	3	173
Do. Kaira do.	Middle Class Schools	10	313	..	..
	Lower do. do.	69	4,816	2	104
	Female School	4	123	..	..
Do. Kattiwar do.	Middle Class Schools	4	12	3	58
	Lower do. do.	87	1,3 7	14	188
	Femal School	1	9	8	16
	Normal do.	1	29	..	..
Assistant do. Rewa Kanta d.	Middle Class Schools	3	302	..	..
	Lower do. do.	91	1,597	..	..
Do. do. Surat do.	Lower do. do.	22	306	..	..

Summary of Educational Inspector and Deputy Educational Inspectors' Employment Returns for the year 1866-67 :—

Designation of Office.	No. of miles travelled.	Number of Letters received.		Number of Letters despatched.		Examined.		Remarks.
		English.	Gujarati.	English.	Gujarati.	Schools.	Scholars.	
Educational Inspector, N. D.....	3,026½	1,566	940	2,742	1,682	41	2,860	
Deputy Educational Inspector, Surat Sub-division	2,577	520	8,100	348	5,313	109	4,018	
Ditto Dholka do.	1,503	250	5,220	392	3,943	78	4,370	
Ditto Kaira do.	2,360	399	6,566	361	4,049	85	5,362	
Ditto Kattiawar do.	950	261	5,148	194	4,656	68	1,706	
Assistant ditto Rewa Kantha do. ..	1,428	118	3,257	200	3,121	54	1,099	
Ditto ditto Surat do. ..	149	....	....	....	....	22	306	From the 1st February to 31st March 1867only.
	11,993½	3,114	29,231	4,837	22,764	457	19,721	
Excluding the Assistant Deputy Educational Inspector, Surat, S. D., the average is	1,998	519	4,872	706	3,794	76	3,286	

Remarks.—These Tables give only some idea of the work performed by myself and my Deputies. There was, in addition, much miscellaneous work; such as superintending the construction and repairs of School-houses; revising School-books; attending Local Fund and other Committees; examining candidates for employment in the lower grades of the Public Service, &c., and in my own case, reporting on books referred to me for opinion. The work has been very arduous this year; and the time has arrived for a large increase to the supervising staff. In the Central Division, Bombay, when the number of schools was 597 and scholars 39,940, *i. e.* about the same as it is now in the Northern Division, the Inspector had under him a European Assistant, 7 Deputy and 4 Assistant Deputy Inspectors; while in the Central Division Bengal, for 653 Schools and 36,306 Scholars, there were during the year 1865-66 eight Deputy Inspectors, the total of whose salaries was Rupees 1,100 a month. This important subject will be more prominently brought to your notice in a separate letter.

(*b.*) *On Instruction,* showing the number of Schools and Scholars, and average attendance in all Grades, as under:—

	Number of Colleges or Schools.	Number on the Roll.	Average daily attendance.
GOVERNMENT INSTITUTIONS.			
At Colleges not affiliated to the University.			
Gujarat Provincial College, Ahmedabad	1	39	33·0
At High Schools.			
Ahmedabad	1	200	185·0
Surat	1	243	210·0
At Middle Class Schools.			
1st Grade and 2nd Grade Anglo-Vernacular Schools	55	5,834	4,399·1
At Schools of the Lower Class.			
Vernacular or Primary	440	29,499	21,044·4

	Number of Colleges or Schools	Number on the Roll.	Average daily attendance.
At Female Schools and Classes.			
Surat Sub-division	19	708	436·5
Dholka do.	7	218	120·2
Kaira do.	8	257	132·4
Rewa Kanta do.	6	86	46·1
Kattiawar do.	6	130	85·9
	46	1,399	821·1
At Normal Colleges or Schools.			
Ahmedabad Training College	1	60	50·1
Surat Training School	1	48	32·3
Rajcote do.	1	29	22·9
	3	137	105·3
Total ...	517	87,351	26,797·9
PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT.			
At Middle Class Schools.			
1st Grade and 2nd Grade Anglo-Vernacular Schools	1	200	149·0
At Special Schools.			
Fardunji Paral's Industrial School at Surat	1	72	36·0
Total...	2	272	185·0
SCHOOLS UNDER INSPECTION ONLY.			
At Middle Class Schools.			
1st Grade and 2nd Grade Anglo-Vernacular Schools	8	569	451·2
At Schools of the Lower Class.			
Vernacular or Primary	22	1,293	896·4
At Female Schools and Classes.			
Surat Sub-division	4	333	179·8
Dholka do.	3	268	139·0
Kattiwar do.	10	301	156·8
	17	902	475·6
Total...	17	2,764	1,823·2
Grand Total...	596	40,387	28,806·1

9. The increase of Schools and Scholars :—

	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1865-66.	1866-67.	Increase.	Decrease.
Government Institutions.								
Colleges not affiliated to the University..	1	1	..	..	46	39	..	7
High Schools	2	2	..	..	497	443	36	..
Middle Class Schools.	49	55	6	..	6 832	5,834	..	998
Lower Class Schools.	333	440	107	..	23,465	29,999	5,534	..
Female Schools	28	46	18	..	1,008	1,319	311	..
Normal Schools	2	3	1	..	117	137	20	..
Total....	415	547	132	..	32,375	37,351	5,981	1,005
					Increase.		Schools	132
							Scholars....	4,976
Private Institutions Receiving aid from Government.								
Middle Class Schools.	..	1	1	..	....	200	200	..
Special do.	1	1	..	..	49	72	23	..
Total....	1	2	1	..	49	272	223	..
					Increase.		Schools.	1
							Scholars	223
Schools under Inspection only.								
Middle Class Schools.	4	8	4	..	306	761	238	..
Lower Class Schools.	12	22	10	..	1,047	1,243	243	..
Female Schools	17	17	..	..	912	902	..	10
Total....	33	47	14	..	2,265	2,764	509	10
					Increase.		Schools.	14
							Scholars....	499
Grand Total....	449	596	147	..	34,689	40,387	6,713	1,015
					Increase.		Schools.	147
							Scholars.	5,698

Details of the above :— GOVERNMENT SCHOOLS.

COLLECTORATES OR SUB-DIVISIONS.	COLLEGES.								HIGH SCHOOLS.								FIRST GRADE ANGLO-VERNACULAR SCHOOLS.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat Sub-division	..	..	..	..	..	..	..	..	1	218	1	243	..	25	..	..		375	3	451	..	76	..	..
Dholka do.	1	46	1	39	..	..	..	7	1	189	1	200	..	11	..	..	..	..	..	..	..	..	..	..
Kaira do.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	212	2	249	..	37	..	..
Kattiawar do.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	189	2	233	..	44	..	..
Rewa Kanta do.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Camp Baroda	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	40	1	37	..	..	..	3
Camp Deesa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	56	1	51	..	..	..	5
Total	1	46	1	39	..	..	..	7	2	407	2	443	..	36	..	..	9	872	9	1,021	..	157	..	8
	Net Decrease, Scholars.....7.								Net Increase, Scholars....36.								Net Increase, Scholars..149.							

Government Institutions.

Collectorates or Sub-Divisions.	Second Grade Anglo-Vernacular Schools.								Primary Schools.								Girls' Schools.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat Sub-division..	14	1,351	14	1,483	..	132	..	..	94	5,086	135	6,448	41	1,362	..	..	11	497	19	708	8	211	..	..
Dholka do.	10	1,536	10	1,299	..	..	..	237	79	5,788	80	6,106	10	318	..	..	7	163	7	218	..	55	..	..
Kaira do.	8	1,733	11	1,289	3	..	..	444	83	7,364	87	7,157	4	..	..	207	9	309	8	257	..	..	1	52
Kattiawar do.	6	926	8	110	2	..	..	816	41	3,165	77	6,408	36	3,243	..	..	1	39	6	130	5	91	..	..
Rewa Kanta do.	2	414	3	632	1	218	..	..	34	2,460	50	3,268	16	808	..	..	..	..	6	86	6	86	..	..
Camp Baroda	..	..	..	..	..	..	..	..	1	57	1	57	..	..	..	..	..	..	..	..	..	..	..	..
Camp Deesa	..	..	..	..	..	..	..	..	1	45	1	55	..	10	..	..	..	..	..	..	..	..	..	..
Total....	40	5,960	46	4,813	6	350	..	1,497	333	23,965	440	29,499	107	5,741	..	207	28	1,008	46	1,399	19	443	1	52
	Net Increase, Schools.... 6 Net Decrease, Scholars....1,147								Net Increase. { Schools ..... 107 Scholars.....5,534								Net Increase. { Schools .. 18 Scholars..391							

GOVERNMENT INSTITUTIONS.

...LLECTORATES OR SUB-DIVISIONS.	NORMAL SCHOOLS.								TOTAL.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat Sub-division	1	38	1	48	..	10	..	..	124	7,565	173	9,381	49	1,816	..	..
Dholka do.	1	79	1	60	..	..	..	19	90	7,801	109	7,922	10	384	..	263
Kaira do.	..	..	..	..	..	..	..	..	102	9,618	108	8,952	7	37	1	703
Kattiawar do.	..	..	1	20	1	20	..	..	50	4,319	94	6,910	44	3,407	..	816
Rewa Kanta do.	..	..	..	..	..	..	..	..	36	2,874	59	3,986	23	1,112	..	..
Camp Baroda	..	..	..	..	..	..	..	..	2	97	2	94	..	..	..	3
Camp Deesa	..	..	..	..	..	..	..	..	2	101	2	106	..	10	..	5
Total....	2	117	3	137	1	30	..	19	415	32,375	547	37,351	133	6,766	1	1,790
Net Increase..	Schools .. 1 Scholars 20								Net Increase..	Schools .... 132 Scholars 4,976						

Aided Schools.

Collectorate or Sub-Division.	1st Grade Anglo-Vernacular Schools.								Special Schools.								Total.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat Sub-division	..	..	1	200	1	200	..	..	1	49	1	72	..	23	..	..	1	49	2	272	1	223	..	..

SCHOOLS UNDER INSPECTION ONLY.

COLLECTORATES OR SUB-DIVISIONS.	1st GRADE ANGLO-VERNACULAR SCHOOLS.								2nd GRADE ANGLO-VERNACULAR SCHOOLS.								PRIMARY SCHOOLS.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat Sub-division..	2	142	3	463	1	321	..	..	..	..	..	..	..	..	..	..	1	219	..	..	..	..	1	219
Dholka do. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kaira do. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	19	2	168	1	149	..	..
Kattiawar do. ..	..	..	1	35	1	35	..	..	1	125	3	27	2	..	..	98	5	308	15	544	10	236	..	..
Mahi Kanta Agency	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	100	1	157	..	57	..	..
Pahlanpoor Superintendency	1	39	1	44	..	5	..	..	..	..	..	..	..	..	..	..	4	401	4	424	..	23	..	..
Total....	3	181	5	542	2	361	..	..	1	125	3	27	2	..	..	98	12	1,047	22	1,293	11	465	1	219
	Net Increase.. { Schools.... 2 Scholars ..361								Net Increase .. Schools .... 2 Net Decrease .. Scholars 98								Net Increase.. { Schools .. 10 Scholars .. 246							

Schools under Inspection only.

Collectorates or Sub-Divisions.	Girls' Schools.								Total.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat Sub-Division	4	340	4	333	..	..	..	7	7	701	7	796	1	321	1	226
Dholka do.	3	276	3	268	..	..	..	8	3	276	3	268	..	..	..	8
Kaira do.	..	..	..	..	..	..	..	..	1	19	2	168	1	149	..	..
Kattiawar do.	10	296	10	301	..	5	..	..	16	729	29	907	13	276	..	98
Mahi Kanta Agency	..	..	..	..	..	..	..	..	1	100	1	157	..	57	..	..
Pahlanpoor Superintendency	..	..	..	..	..	..	..	..	5	440	5	468	..	28	..	..
Total....	17	912	17	902	..	5	..	15	33	2,265	47	2,764	15	831	1	332
	Net Decrease of Scholars 10								Net Increase .. Schools .... 14; Scholars .. 499							

Remarks.—40,387 pupils in 596 schools, gives an average of 67·7 per school. At the end of 1864-65 there were in the Central Division 39,940 scholars in 597 schools, so that this Division is now only two years behind the Central Division in point of numbers.

An increase of 36 in High Schools is satisfactory. Here we may expect an increase every year. 1st Class Anglo-Vernacular Schools have increased by three, and pupils in them by 710. As all those attending 2nd Class Anglo-Vernacular Schools do not learn English, the decrease of 1,245 pupils in schools of this grade, shows no diminution in the number of English-learning pupils; in whom there is, in fact, an increase of 821 during the year. It appears from Captain Waddington's Report for 1865-66 that of the 11,567 students in 2nd Class Anglo-Vernacular Schools, only 1,991 were studying English; of the 4,840 pupils in the 49 Second Class Anglo-Vernacular Schools in this Division, 1,828 are learning English. An increase of 18 Female Schools, and of 381 girls under instruction shows that the desire for Female Education steadily increases, in spite of the almost entire absence in this Division of aid from Imperial Funds. The amount drawn on this account from Imperial Funds during the year was Rs. 39-8 only; from Local Funds (including endowments) Rs. 9,068. The number of girls under instruction in this Division is now 2,301, in 63 schools and classes; all under regular inspection. The great want of these schools is duly qualified Mistresses. I find in the Report on Education in Bengal for 1865-66 that in their Central Division, there were in 104 schools 3,347 girls being educated at a cost of Rs. 24,407 from Imperial and Rs. 34,853 from Local Funds,—Total Rs. 69,260; and also that a Normal School for Mistresses received aid from Government to the extent of Rupees 888-12 per annum. It thus appears that the expenditure in the Central Division Bengal on Female Education from Imperial Funds is Rupees 7-4-8 a head, while in this Division it is about three pies per head. I trust the wants of the Bombay Presidency, and especially of Gujarat in this respect, will no longer be overlooked. A *decrease* of 517 in the Kaira Sub-division does not at all surprise me. In 1865-66, 49 new schools were opened in that Sub-division towards the close of the year, and the increase in pupils was 4,570. That upwards of 4,000 of those remain, is satisfactory. The increase in Normal Schools is due to the establishment of a school of this

grade at Rajkote, under our management, at a cost of Rupees 4,000 per annum, from funds supplied by the Kattiawar Chiefs.

10. Result of Instruction in Government Schools in point of quality, as shown by numbers passed under different standards:—

	Examination under Standards						Passed under Standards					
	I.	II.	III.	IV.	V.	Total.	I.	II.	III.	IV.	V.	Total.
High Schools	..	12	55	70	41	178	..	4	20	16	13	53
Middle Class Schools.....	500	228	167	111	31	1,037	338	120	101	56	15	630
Lower Class do.	4,911	2,604	2,173	448	46	10,272	3,007	1,856	1,250	237	41	6,391
Female Schools	196	82	69	23	..	370	139	01	51	18	..	269
Total....	5,607	3,016	2,464	652	118	11,857	3,484	2,041	1,422	327	69	7,343

Ditto Aided and Inspected Schools.

Middle Class Schools	85	71	27	11	..	194	39	30	16	7	..	93
Lower do. do.	152	52	37	..	..	241	75	20	16	..	..	111
Female Schools	44	18	2	..	..	64	17	10	2	..	..	29
Special do.	5	4	..	..	..	9	3	2	..	..	..	5
Total....	286	145	66	11	..	508	134	62	34	7	..	237

The number passed is small, but the system of Examination according to Standard is new, and was not thoroughly understood by Masters and pupils; and I may say, by Inspecting Officers also. The latter were in many cases too strict, and Masters failed to see the necessity of their pupils being well grounded in *all* subjects to enable them to pass. The system, however, is excellent; and next year, the result will, I am sure, be more satisfactory than it is this year.

11. The School-building operations during the year were as under :—

Sub-division.	Name of Place.	For what number of boys.	Estimated Cost.	Commenced during the year.	Carried on.	Completed.	Actual Expenditure on completed Buildings.
1	2	3	4	5	6	7	8
			Rs.				Rs. a. p.
Dholka Sub-division.	Viramgám	200	6,000	.....	.....	Completed	6,203 8 0
	Dekáwádá	75	1,500	.....	.....	Ditto.	1,500 0 0
	Dholká	200	6,000	.....	Carried on.	.....	.....
	Dhandhuká	200	6,000	Commenced	.....	.....	.....
	Kuá	75	1,400	.....	Carried on.	.....	.....
	Orán	50	800	.....	.....	Completed	800 0 0
	Pipli	75	1 500	.....	Carried on.	.....	.....
	Adwál	100	2,000	.....	Ditto.	.....	.....
	Rojka	100	2,000	.....	Ditto.	.....	.....
	Wálukad	75	1,500	Commenced	.....	.....	.....
	Koth	100	2,700	Ditto	.....	.....	.....
	Ahmedabad Training College building	100	87,684	.....	Carried on.	.....	.....
Kaira Sub-division.	Kairá	200	4,510	.....	.....	Completed.	14,418 6 10
	Narsandá	93	3,000	.....	.....		
	Chunel	93	3,000	.....	.....		
	Alinà	125	3,654	.....	.....		
	Nawagam	64	2,200	Commenced	.....	.....	.....
	Ráru	64	2,200	Ditto	.....	.....	.....
	Kálsar	64	2,200	Ditto	.....	.....	.....
	Boriávi	64	2,200	Ditto	.....	.....	.....
	Delwan	64	2,200	Ditto	.....	.....	.....
	Torná	64	1,500	.....	.....	Completed	1,519 9 9
	Kathlál	128	3,000	.....	.....	Ditto	3,000 0 0
	Káloli	56	600	.....	Carried on.	.....	.....
	Tráj	56	800	.....	.....	Completed	835 14 10
	Khándhli	61	800	.....	.....	Ditto	886 14 6
	Alindra	67	800	.....	.....	Ditto	746 13 0
	Alarsá	67	450	Commenced	.....	.....	.....
	Oad	64	1,500	.....	.....	Completed	1,567 12 8
	Anand	25	450	.....	.....	Ditto	450 0 0
	Virsad	42	600	Commenced	.....	.....	.....
Panch Mahals.	Kalole	15	350	.....	.....	Completed	349 0 10
	Vejalpur	50	305	.....	.....	Ditto	305 6 9
	Jantral	50	305	.....	.....	Ditto	305 6 9
	Erál	50	218	.....	.....	Ditto	218 2 6
	Nadisar	50	Built by the people, cost not known.				
	Wadi	50	Ditto		ditto		
Surat Sub-division.	Anklisar	240	9,212	.....	.....	Completed	8,584 13 10
	Balsar	240	9,212	.....	.....	Ditto	8,923 0 1
	Chikhli	192	6,633	.....	.....	Ditto	6,557 13 0
	Mandvi	192	6,633	.....	.....	Ditto	6,812 10 4
	Olpár	125	4,872	.....	.....	Ditto	4,912 13 6
	Divá	93	3,343	.....	.....	Ditto	3,251 4 4
	Jalálpur	93	3,343	.....	.....	Ditto	3,315 6 9
	Kharsáu	93	3,343	.....	Carried on.	.....	.....
	Katpore	93	3,343	.....	Ditto	.....	.....
	Eláv	93	3,343	.....	.....	Completed	3,347 8 9
	Hansote	93	3,343	.....	.....	Ditto	3,124 8 4
	Tankária (Sitpone)	192	6,633	.....	.....	Ditto	6,784 6 10
	Jambusar	192	6,633	.....	.....	Ditto	6,613 3 0
	Sukaltirth	125	4,872	.....	Carried on.	.....	.....
	Kerwáda	93	3,343	.....	.....	Completed	3,363 5 1
	Vutadi	64	2,554	Commenced	.....	.....	.....
	Alipore	64	2,554	Ditto	.....	.....	.....
	Talangpore	64	2,554	Ditto	.....	.....	.....
	Carried over....	5,417	2,41,095	.....	.....	.....	98,707 14 2

Sub-Division.	Name of Place.	For what number of boys.	Estimated Cost.	Commenced during the year.	Carried on.	Completed.	Actual Expenditure on completed Buildings.
1	2	3	4	5	6	7	8
			Rs.				Rs. a. p.
	Brought over..Rs.	5,417	2,41,695	.....	.....	.....	98,707 14 2
Surat Sub-division.	Raised Seats in the School Houses abovementioned.....		2,650	Commenced	.....	.....	.....
	Trnisa.....	64	3,191	Ditto.	.....	.....	.....
	Magnád	64	3,191	Ditto.	.....	.....	.....
	Dehaj.....	64	3,191	Ditto.	.....	.....	.....
	Pakhájan	64	3,191	Ditto.	.....	.....	.....
	Kudsád	64	1,023	.....	.....	Completed	1,023 0 0
	Rándor	125	4,425	.....	.....	Ditto.	4,425 0 0
	Pallad.....	75	1,000	Commenced	.....	.....	.....
	Batwá.....	125	4,000	.....	Carried on	.....	.....
	Veráwul.....	200	2,000	.....	Ditto.	.....	.....
	Kotdápitá	100	1,000	.....	.....	Completed	1,343 0 0
	Wánthli.....	100	1,000	.....	Carried on	.....	.....
	Kutiáná.....	175	2,050	.....	Ditto.	.....	.....
	Junágadh	200	3,000	Commenced	.....	.....	.....
	Una.....	75	1,000	.....	Carried on	.....	.....
	Bilkhá.....	100	1,200	.....	Ditto.	.....	.....
	Bábrá.....	100	1,000	.....	.....	Completed	1,225 0 0
	Bhownaggar English School	80	1,000	Commenced	.....	Extension	.....
	Do. Gujaratti School ..	80	1,000	Ditto.	.....	Ditto.	.....
Kattiawar Sub-division.	Umgar	75	2,000	.....	Carried on	.....	.....
	Sihore.....	200	4,000	.....	Ditto.	.....	.....
	Rajula	100	1,400	.....	.....	Completed	1,594 0 0
	Talája.....	150	2,000	Commenced	.....	.....	.....
	Morbi.....	200	3,000	Ditto.	.....	.....	.....
	Kundlá (for Girls)	40	600	Ditto.	.....	.....	.....
	Total....	3,037	2,04,807	.....	.....	.....	1,08,407 14 2

This I consider very satisfactory. It shows that good substantial School-houses are being erected for the accommodation of 7,937 pupils, at an estimated cost of Rs. 2,07,123, of which Rs. 9,000 only comes from Imperial Funds, and that an excellent building for our Training School at Ahmedabad is being built, at a cost of Rupees 87,684, of which Rs. 34,000 was given by Mr. Premchund Roychund, and the remainder by Government.

Nothing so much conduces to the popularity, efficiency, and permanency of our Schools as a good School-house. These substantial buildings are evident signs that we and the people are in earnest; and I trust our operations in this direction will not cease till every School in the Division has a good house in which to assemble. This, however, we shall be utterly unable to accomplish, unless the Government of India will look upon "Local Cess" contributions for buildings as "Popular Contributions," and allow them to be supplemented by Imperial Funds, as in the case of Municipal Fund Assignments, &c.

The "Local Cess" is not a portion of the land revenue, but a payment *in addition* to it; and in some, if not in all, parts of Gujarat, is a voluntary payment, as pointed out in my letter to you, No. 305, of the 14th May 1867, and unless the Cess be considered a "Popular Contribution," Bombay will never, it appears to me, be able to obtain its fair proportion of the Imperial money assigned to education in India.

12. LIBRARIES.—*A. Previously existing.*

NAMES OF PLACES.	Total number of Books.	Number added during the year.	Number of Members.	Books issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Himabhai Institute, Ahmedabad	4,000	431	200	4,195	1,382 4 4	1,145 15 9
St. Andrew's Library, Surat	5,534	17	131	1,357	895 9 9	853 9 8
Hadow Institute, Kaira	561	36	50	303	347 0 8	701 14 0
Broach Library	1,140	Not	known.	....	.....	.....
Lang Library, Rajcote	573	20	73	1,203	918 11 0	469 10 5
Native Library, Neriad	377	8	53	445	188 4 0	164 5 9
Ditto Umeeth	303	27	27	160	92 12 0	84 13 5
Ditto Mahudhar	187	29	46	44	26 8 0	9 0 11
Ditto Kaparwanj	78	187	48	1,080	324 2 0	305 15 3
Ditto Thasra	3	8	22	80	53 9 0	51 9 0
Chagganlal Library, Bhownaggar	222	125	30	60	92 13 0	47 3 4
Junagadh Library	173	105	31	Not known	247 0 0	204 2 6
Mangrol do.	58	5	15	25	182 0 0	32 1 0
Wadhwan do.	45	30	4	45	105 0 0	105 0 0
Sayla.... do.	2	1	..	....	11 13 0	8 4 0
Liladhar Library, Dholka	131	2	21	....	25 0 0	11 0 0
Reading Room, Dhandhuka	..	..	26	....	42 0 0	37 12 0
Ditto Dhollera	..	..	16	....	22 0 0	16 10 0
Ditto Borsad	..	20	70	225	236 14 10	125 6 7
Ditto Memadabad	..	5	20	20	70 12 0	69 15 0
Ditto Matar	..	2	16	....	35 12 0	32 0 6
Ditto Neriad	..	..	43	....	24 4 0	11 3 0
Total....	13,301	1,127	948	9,332	5,324 2 1	4,488 2 1

B. Newly established.

NAMES OF PLACES.	Total number of Books.	Number added during the year.	Number of Members.	Books issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Balsar Library	200	19	29	28	267 0 0	211 8 0
Reading Room, Anand.	..	.. ..	11	..	28 10 0	20 11 6
Ditto Ranpur	..	....	15	..	47 0 0	25 12 0
Ditto Verawal	..	8	32	..	57 0 0	32 4 0
Total..Rs.	200	27	87	28	399 10 0	290 3 6

I remember the time when the Library at Ahmedabad had only 33 members, and an annual income of Rs. 35. Insignificant therefore as some of the above Libraries and Reading Rooms appear to be, they are not to be despised. All the aid they receive from Government is the occasional present of a few books through our Department. Those at Ahmedabad, Rajkote, Kaira, Kaparwanj, and Dholka have good buildings of their own; the latter was erected this year by Shet Liladar Bhaktidas of Dholka; and a good building is about to be erected for the Broach Library. These Libraries are all managed by their respective Committees, without any interference on our part. The majority of them, however, owe their existence to members of the Educational Department.

13. *Spread of English.*—In spite of the strict enforcement of your order, that no boy shall be allowed to commence the study of English until he has passed an Examination in his Vernacular language, the number of those learning English has increased by 821 during the year; the total number of English-learning pupils being 4,001; or 10 per cent. of those under instruction, as under:—

In Gujarat Provincial College	35
In High Schools	443
In First Class Anglo-Vernacular Schools	1,566
In Second Class do. do.	1,828
In Normal Schools	132
	4,001

14. *Spread of Sanscrit.*—There is at present no great desire for the study of Sanscrit in this Division. Last year the number learning it in Schools of all grades was 129, this year 619; an increase of 490.

15. *Employment of Educated Natives.*—The complaint that the claims of Educated Natives were overlooked in the Government offices, if it ever existed in this Division, does so no longer. The supply in fact is not equal to the demand, and no young man with a fair knowledge of English or even of his Vernacular, has much difficulty in obtaining employment.

In accordance with the Government Rules of the 12th September 1866, for the admission of candidates into the lower grades of the Public Service, 67 1st Class, and 375 2nd Class Certificates have been granted.

16. *Aided Schools* are the same in number as last year, and call for no special remark, except the School of Art and Industry at Surat, which received no grant of Government money in consequence of its not fulfilling conditions which entitled it to the same.

17. *Grant-in-Aid system.*—There are so few schools, Missionary or Private, in this Division, which *can* avail themselves of these rules, that the system can hardly be said to be working here. The only school which applied for and received a Grant-in-Aid was the English School in connection with the Irish Presbyterian Mission in Surat, which obtained a grant of Rs. 1,443.

During the year, applications for 10 Vernacular Schools in connection with this Mission have been received and admitted by you. They will be examined in 1867-68.

18. *Castes of Pupils* :—

	1865-66.	1866-67.
Brahmins	25·2	25·4
Other Hindus	59·4	59·2
Mahomedans	8·5	7·8
Parsees	6·4	7·3
Others	0·5	0·3
Total...	100	100

Of the Hindus, at least one-third are the children of agriculturists; and the varieties of caste now attending our Schools are greater than formerly.

19. *Cost per head was* :—

	Total Cost.	Cost to Government.
	Rs. a. p.	Rs. a. p.
In Schools of Higher Class	62 9 6	38 1 10
In Middle Class Schools — 1st Class Anglo-Vernacular Schools	16 4 4	4 3 11
In Middle Class Schools — 2nd Class ditto	9 15 11	3 6 0
In Lower Class Schools — Boys' Schools	5 10 7	1 9 0
In Lower Class Schools — Girls' Schools	3 9 0	0 0 6
In Normal Schools	148 7 11	65 7 3

20. *Percentage of attendance.*—In Schools of all grades :—

	In 1866-67.
High Schools	88·5
1st Class Anglo-Vernacular Schools	80·6
2nd do. do. ditto.	74·7
Lower Class Schools.. Boys' Schools	75·5
Lower Class Schools.. Girls' Schools	57·2
Normal Schools	88·2

21. Among the additions to Gujarati literature during the year, the most prominent are a Gujarati Grammar for Senior Students by the Rev. J. Van S. Taylor, B.A., of the Irish Presbyterian Mission in Gujarat, and Karsandas Mulji's Travels in England; to both of which you extended your patronage. The former was much wanted, and will do much for the improvement of the Gujarati language, and be of immense benefit to those who wish to get matriculated. The latter has been distributed all over the Province, is being read with avidity, and cannot fail to do good in many ways. Good Gujarati-English, and English-Gujarati Dictionaries are still desiderata, and so long as Gujaratis have no such Dictionaries to assist them as the Marathas possess in Molesworth and Candy's excellent works, it is hard work for them to compete in the race for University distinctions.

22. *Education in Kattiawar.*—As anticipated, the full benefit of the measures adopted for the extension of education in this province by Major Keatinge is this year visible. The number of Schools has increased from 66 to 123, and Scholars from 5,048 to 7,817. The subscriptions from the Chiefs for Schools have increased by Rs. 4,846 per annum, and 19 School-houses for the accommodation of 2,215 pupils are being built by them at an estimated cost of Rs. 32,250. The Fees Collections amount to Rs. 4,597. The total expenditure during the year was Rs. 41,109-9-11, no portion of which came from Imperial Funds.

To the Presidents of the four Divisional Committees, Captains LeGeyt, Hebbert, and Watson, and Mr. H. M. Birdwood, C.S., and the members of the same, combined with the readiness of the Chiefs to carry out the views of the Committees, and last though not least, the zeal, activity, and intelligence of Rao Saheb Gopaljee S. Desai, the Deputy Inspector, this happy result is due. I see no reason

why there should not, 10 years hence, be in Kattiawar as many schools and scholars as there are at present in the whole of this Division, if the present system is persevered in.

23. *Rewa Kantha Agency.*—Here also Education is extending without any cost to the Imperial revenues. The number of schools all under our management has increased from 12 to 30, and scholars from 1,011 to 1,644; 10 of the new schools are in the territory of the Nandoda Raja, who takes great interest in them.

24. In other Agencies little or no progress is perceptible; and cannot be in the absence of funds and Deputy Inspectors for them.

25. To the cordial assistance of many officers in all Departments of the Service our warmest thanks are due; as without their aid the progress now reported would have been less satisfactory.

26. The Deputy Inspectors have one and all worked hard and well, especially Rao Saheb Mohanlal Ranchoddas Javere, and Gopaljee Surbhai, Desai, of the Surat and Kattiawar Sub-divisions, whom I beg to recommend to your favourable consideration.

I have the honour to be, &c.,

T. B. CURTIS,
Educational Inspector, Northern Division.

A 4.

REPORT BY J. G. MOORE, Esq., C.S., EDUCATIONAL INSPECTOR IN SIND, FOR 1866-67.

Educational Inspector's Office, Kurrachee,
1st June 1867.

Owing to the recent change in the official year, this Report is made up for eleven months; it is submitted in the form forwarded by the Director of Public Instruction, Bombay, with his letter No. 2028, dated the 12th January last.

2. There has been no change in area during the year. Population is estimated at 1,853,504.

3. *Changes in Personnel of Department.*—The only changes of importance in the *personnel* of the Department were the transfer of Mr. Mahadeo Moreshwar Kuttc, B.A., to Kolhapoor, and of Mr. Luxumon Nursing Joshi to the Judicial Department, Mr. Krishna Shastri Godbole being appointed to the 2nd Mastership in the Hyderabad Normal College.

4. The following Table will show the actual expenditure from Imperial and Local Funds:—

Charges.	From Imperial Funds.			From Local Funds.			TOTAL.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Inspection and subsidiary charges	10,847	5	3	1,255	12	0	12,103	1	3
Instruction (including all Educational Expenditure not coming under the above head)	25,318	7	10	40,370	15	2	65,689	7	0
Total....	36,165	13	1	41,626	11	2	77,792	8	3

5. As compared with the preceding year there has been a decrease of Rs. 4,090-8-8 from the Imperial Funds, but it must be remembered that the above table shows the expenditure for 11 months only; and that consequently a fair comparison is impossible. There is, however, an increase of Rs. 6,133-8-9 over the year 1865-66 under the head of Local Funds; this is principally due to a large expenditure on the Normal College building at Hyderabad, and on the construction of other School-houses.

6. Analysis of Receipts and Expenditure of Local Funds :—

	Sind Scholarship Funds.	School Fee Fund.	Educational Cess Fund.	Educational Deposit Fund.	Contribution for Public Works.	One Anna Cess Fund.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Balance at the end of last year	1,765 10 8	8,001 8 7	4,229 4 7	1,559 10 7	17,084 0 0	.....	32,640 2 5
Receipts during the year	201 7 0	3,688 14 3	2,605 12 10	12,150 7 4	650 0 0	20,186 6 0	39,482 15 5
	1,967 1 8	11,690 6 10	6,835 1 5	13,710 1 11	17,734 0 0	20,186 6 0	72,123 1 10
Expenditure during the year	463 0 0	1,841 0 5	2,124 12 0	11,067 11 4	8,689 3 9	17,440 15 8	41,626 11 2
Balance on 31st March 1867.....	1,504 1 8	9,849 6 5	4,710 5 5	2,642 6 7	9,044 12 3	2,745 6 4	30,496 0 8

7. I give below the Expenditure incurred from Local Funds under each Collectorate (including the Political Superintendencies) :—

Collectorate.	1865-66.	1866-67.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	5,308 3 8	9,306 6 0	3,998 2 4	....
Hyderabad	20,260 8 10	21,960 0 0	1,699 7 2	....
Shikarpoor	9,924 5 11	10,360 5 2	435 15 3	....
Total....	35,493 2 5	41,626 11 2	6,133 8 9	....

8. *Local or One-Anna Cess.*—Local Fund Committees do not exist in Sind. The Commissioner is the sole controlling authority as regards expenditure from the one-anna Cess. The amount allotted from this source for Educational purposes was Rs. 21,000 per annum, but on my representation, the Commissioner lately increased the grant by Rs. 6,000, as an experimental measure for one year, in order to enable me to separate High from Middle Class Schools, and to establish new Schools. In addition to the above a sum of Rs. 1,500 has been allowed for repairs to School-houses. Thus a total amount of Rs. 28,500 is set apart for expenditure in connection with this Department out of the one-anna Cess levied in this Province. The Commissioner in Sind has also authorized me to draw whatever balances remained at the end of the last official year, out of the sanctioned grant for that year. This concession will enable me to construct and repair School-houses at places where local or popular contributions, such as Municipal grants, are not available. The other sources of Local Fund Income are shown

above, and require no further explanation than that their proceeds (excepting the Jaghir Cess) cannot be used for general purposes.

The one-anna local Cess is levied on every rupee of Land and Sayer Revenue, Jaghir and Alienated Lands included.

It was generally imposed in March 1862, under sanction of the Government of India, but it had been in force in a few Talookas in the Province prior to that date.

In the last-mentioned Talooka the Cess was self-imposed in order to provide Funds for Local improvements. As regards the rest of Sind the imposition of the Cess may be regarded as compulsory. In the Upper Sind Frontier Districts the Land Revenue was fixed in 1856-57 for a term of 20 years, and the Cess is not levied upon the assessment; in all other respects it is universal.

As regards the popularity of the Cess, it may be stated that it shares the objection taken by the public to any form of extra taxation, but the facts of its introduction without opposition, of its self-imposition in some parts of Sind, and of the advantages which it brings with it, and which seem to be generally appreciated, warrant the inference that it is popular.

It is applied to local purposes, such as the construction and improvement of Roads, Bridges, Schools, Hospitals, Dispensaries, Dhurumsalas, Markets, Wells, Tanks, and other local works of public utility, by which the health, comfort, and convenience of a community are promoted.

Comparative Table of Receipts from Fees under different grades of Schools in each Sub-division :—

Sub-division	1865-66.							1866-67.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Normal Schools.	Special Schools.	TOTAL.	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Normal Schools.	Special Schools.	TOTAL.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.		Rs. a. p.
Kurrachee	2,112 14 0	.....	350 2 10	..	..	..	2,463 0 10	1,390 15 0	13 10 0	345 9 3	..	..	..	1,750 2 9	..	712 14 1
Hyderabad	1,001 12 0	.....	508 9 0	..	..	..	1,000 5 0	938 10 9	80 4 0	610 14 3	..	..	..	1,629 13 0	..	70 8 0
Shikarpoor	.....	225 11 0	294 0 0	..	..	..	519 11 0	.....	167 10 9	241 3 0	..	..	..	408 14 0	..	110 12 0
Total	3,114 10 0	225 11 0	1,242 11 10	..	..	..	4,583 0 10	2,329 10 3	261 8 9	1,097 11 3	..	..	..	3,038 14 3	..	894 2 7

Columns 5, 6, 7, 12, 13, and 14 have been left blank; because (1) there are no Female Schools under Govern[illegible] inspection in the Province, (2) Fees are not levied in our Normal Schools, (3) nor in the "Special" Engineering School at Hyderabad.

10. The decrease in the amount of Receipts from Fees is attributable to the fact that the return for 1866-67 has been made up for 11 months only, and also to the reduction (in consequence of the inability of parents to pay the higher rate) of Fees in High Schools from Rs. 2-0-0, Rs. 1-8-0, and Rs. 1-0-0, to Rs. 2-0-0, Rs. 1-0-0, and Rs. 0-8-0.

11. Table showing the objects of expenditure on instruction :—

	From Imperial Funds.	From Local Funds.	Total.
Government Institutions.	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) *General* { High Schools	7,408 14 2	7,339 1 6	14,747 15 8
(a) *General* { Middle Class Schools.	838 0 0	5,513 11 8	6,351 11 8
(a) *General* { Lower Class Schools .	3,688 1 10	11,870 10 3	15,558 12 1
(b) *Special*	5,494 11 0	6,008 4 0	11,502 15 0
(c) *Female Schools*	.....	.....	.....
Private Institutions receiving aid from Government.			
(a) *General* { High Schools	.....	.....	.....
(a) *General* { Middle Class Schools	2,794 0 0	.....	2,794 0 0
(a) *General* { Lower Class Schools .	.....	.....	.....
(b) *Special*	.....	.....	.....
(c) *Female Schools*	.....	.....	.....
Book Department	2,935 12 10	.....	2,935 12 10
Translation Department	184 0 0	.....	184 0 0
Buildings	1,975 0 0	9,639 3 9	11,614 3 9
Miscellaneous	.....	.....	.....
Total....	25,318 7 10	40,370 15 2	65,689 7 0

In this table Normal Schools have been included under the heading "Special."

12. *Results of Expenditure.*—(*a*) The subjoined table exhibits the number of Schools and Scholars, both Government and Private, visited by Inspector, Deputy Inspector, and Head Master Sukkur Normal School, specially deputed to inspect Schools in the Roree District :—

By whom visited and examined.	Name of the Institution.	Government Institutions.		Private Institutions.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
J. G. Moore, Esq., Educational Inspector	High Schools	2	45	....	....
	Middle Class do	2	118	2	187
	Lower Class do	6	59	....	....
Rao Sahib Narayen Juggunnath, Deputy Educational Inspector	Middle Class do	2	56	....	....
	Lower Class do	33	831	....	....
Mr. Kowramall Chandanmall, Head Master, Sukkur Normal School	Lower Class do	5	31	....	....
	Total	50	1,140	2	187

In the above statement I have entered only those Schools which I formally examined under the Standards laid down in the Grant-in-Aid rules, and those drawn up for Government High Schools; others, however, were visited by me.

13. The only Schools under Government control which remained unexamined, were a few which were opened just before the close of the year.

14 (*b*). Table showing the number of Schools and Scholars, and the average daily attendance in all grades:—

	Number of Colleges or Schools.	Number on Roll.	Average daily attendance.
GOVERNMENT INSTITUTIONS.			
At Colleges not affiliated to the University.	....	....	....
High Schools — Kurrachee	1	37	32
High Schools — Hydrabad	1	33	31
Middle Class Schools — 1st Grade	1	54	49
Middle Class Schools — 2nd Grade	8	780	573
Lower Class Schools	42	1,848	1,491
Female Schools	..	..	....
Hydrabad Normal College	1	17	16
Sukkur Normal School	1	11	10
Hydrabad Engineering School	1	12	10
Aided Institutions.			
Middle Class Schools, 1st Grade, Anglo-Vernacular	4	378	299
Institutions not aided but Inspected by Government.			
Lower Class Schools	1	47	50
	62	3,217	2,561

15. The increase of Schools and Scholars is shown in the following Table :—

	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1856-66.	1866-67.	Increase.	Decrease.
Government Institutions.								
High Schools	2	2	..	..	47	70	23	..
Middle Class Schools	5	9	4	..	508	834	326	..
Lower Class Schools	38	43	5	..	1,793	1,848	55	..
Female Schools	..	..	..	..	..	..	..	..
Normal Schools	2	2	..	..	33	28	..	5
Special Schools	1	1	..	..	11	12	1	..
Aided Institutions.								
Middle Class Schools	..	4	4	..	..	378	378	..
Institutions not aided, but Inspected by Government.								
Lower Class Schools	..	1	1	..	..	47	47	..
Total	48	62	14	..	2,392	3,217	830	5
						Increase.	825	

Collectorate or Sub-Division.	High Schools.								Middle Class Schools.															
									First Grade Anglo-Vernacular Schools.								Second Grade Anglo-Vernacular Schools.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government Institutions.																								
Kurrachee	1	26	1	37	..	11	..	..	..	..	..	..	..	..	..	..	1	91	3	241	2	150	..	..
Hyderabad	1	21	1	33	..	12	..	..	..	..	..	..	..	..	..	..	2	252	3	284	1	32	..	..
Shikarpoor	..	..	..	..	..	..	..	..	1	70	1	54	..	..	..	16	1	95	2	255	1	160	..	..
Aided Institutions.																								
Kurrachee	..	..	..	..	..	..	..	..	..	..	3	254	3	254	..	..	..	..	..	..	..	..	..	..
Hyderabad	..	..	..	..	..	..	..	..	..	..	1	124	1	124	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Institutions not aided but Inspected by Government.																								
Kurrachee	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hyderabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total....	2	47	2	70	..	23	..	..	1	70	5	432	4	378	..	16	4	438	8	780	4	342	..	..
	Net Increase—Scholars.. 23								Net Increase { Schools.. 4 Scholars.. 362								Net Increase { Schools.. 4 Scholars.. 342							

13331

Collectorate or Sub-Division.	Primary Schools.								Normal Schools.								Special Schools.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase		Decrease		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government Institutions.																								
Kurrachee	7	411	10	466	5	55	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hydrabad	16	878	21	1,049	5	171	..	..	1	19	1	17	..	..	..	2	1	11	1	12	..	1	..	..
Shikarpoor	15	504	12	383	..	..	3	171	1	14	1	11	..	..	..	3	..	..	..	..	..	..	..	..
Aided Institutions.																								
Kurrachee	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hyderabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Institutions not aided but Inspected by Government.																								
Kurrachee	..	..	1	47	1	47	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hydrabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total....	38	1,793	44	1,895	9	273	3	171	2	33	2	28	..	..	..	5	1	11	1	12	..	1	..	..
	Net Increase. Schools .. 6 Scholars .. 102								Net Decrease, Scholars .. 5								Net Increase, Scholar .. 1							

Collectorate or Sub-Division.	Girls' Schools.								Total.							
	1865-66.		1866-67.		Increase.		Decrease.		1865-66.		1866-67.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government Institutions.																
Kurrachee	..	..	..	..	..	..	..	..	9	528	14	744	5	216	..	..
Hyderabad	..	..	..	..	..	..	..	..	21	1,181	27	1,395	6	216	..	2
Shikarpoor	..	..	..	..	..	..	..	..	18	683	16	653	1	160	3	190
Aided Institutions.																
Kurrachee	..	..	..	..	..	..	..	..	..	..	3	254	3	254	..	..
Hyderabad	..	..	..	..	..	..	..	..	..	..	1	124	1	124	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Institutions not aided but Inspected by Government.																
Kurrachee	..	..	..	..	..	..	..	..	..	..	1	47	1	47	..	..
Hyderabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	48	2,392	62	3,217	17	1,017	3	192
Net Increase									Schools..... 14 Scholars 825							

16. A perusal of the above table shows that there is a total increase of 16 schools and 855 scholars. This increase requires explanation. Schools aided by Government and those not aided but inspected by Government have been included under the headings "1st Grade Anglo-Vernacular Schools" and "Primary Schools." There is apparently an increase of 4 schools under "2nd Grade Anglo-Vernacular Schools," but three of these, viz. the schools at Schwan, Larkhana, and Tatta, have been promoted into this Grade from that of Primary Schools by the appointment of Head Masters able to teach the elements of English. Only one new Second Grade Anglo-Vernacular School has been opened during the year, viz. that at Goolam Ali-ka-Tanda, in the Hydrabad Collectorate. It is supported wholly by the Jahagheerdar of the village, Meer Mahomed Khan Talpoor, and deserves special notice from the fact that it is the first instance in Sind of a Mahomedan nobleman coming forward to establish at his own expense an English School for the education (not only of his own children, although that is his chief motive, but) of the youth of the community. Ten Primary Schools, with an aggregate attendance amounting to 384 scholars, were opened at the places named in the margin during the year. Two (Jacobabad and Puna Ankil) were closed, and three (Schwan, Larkhana, and Tatta) were transferred to the Anglo-Vernacular Grade: thus there is a net increase of 14 schools with 825 scholars. This is doubtless a gratifying result after the decrease in the number of schools which I have had to report from year to year. There is however a difficulty in the way of primary education in this Province, to which my attention has been directed of late, which will always retard its progress and extension until entirely removed. I allude to what is called the Bunya Sindhee language. There is no doubt, although I once thought otherwise, that if this character was adopted in our Schools the attendance would swell enormously. Bunyas object to the Arabic Sindhee character as much as Mahomedans object to the Bunya character. Unfortunately, however, the latter character as it is at present written is illegible except to the writer; it is wanting in the vowel points, and in letters to express certain sounds, consequently it is out of the question to print books in such a character

Vernacular Schools.

1 Boola Khan's Thana.
2 Boobuck.
3 Meerpoor Buttora.
4 Suttee.
5 Arazi.
6 Chachra.
7 Kippra.
8 Nubbeesur.
9 Mora.
10 Baga ka Tanda.

Rao Saheb Narayan Jagonath has, however, lately prepared an alphabet, and made certain suggestions which, if adopted, will overcome the difficulty, and I hope to submit that correspondence shortly in a separate communication. I trust that the scheme will commend itself to higher authority, and we may then look for the extension of primary education in Sind.

17. *Result of Instruction in Government Schools.*—I beg to subjoin a statement showing the number of boys passed under the several Standards laid down in the Grants-in-Aid Rules :—

| | | |

	Standard IV.					Standard III.				Standard II.			Standard I.			
	Number of boys Examined.	Do. passed in 1st Head.	Do. passed in 2nd Head.	Do. passed in 3rd Head.	Do. passed in 4th Head.	Do. Examined.	Do. passed in 1st Head.	Do. passed in 2nd Head.	Do. passed in 3rd Head.	Do. Examined.	Do. passed in 1st Head.	Do. passed in 2nd Head.	Do. Examined.	Do. passed in 1st Head.	Do. passed in 2nd Head.	Do. passed in 3rd Head.
Lower Class Schools.	85	30	61	55	54	199	88	149	160	276	173	221	455	243	208	288

18. This being the first year in which the Examinations have been conducted according to the Grant-in-Aid Standards, both masters and boys were rather abroad; but at the next examination I expect to see a far more satisfactory result. It is worthy of notice that the best show in the above statements is made in the 5th or highest Standard.

19. The subjoined statement will exhibit the School-building operations during the year under report:—

Name of place.	For what number of Boys.	Estimated Cost.	Commenced during the year.	Carried on.	Completed.	Actual Expenditure on completed Buildings.
1	2	3	4	5	6	7
		Rs. a. p.				Rs. a. p.
Hydrabad Normal College and Engineering School.	50	6,726 0 0	6 Buildings.	6 Buildings.	3 Buildings.	6,987 3 9
Oomerkote School	100	2,109 0 0				.....
Larkhana School	150	1,152 0 0				*652 0 0
Tatta School	100	1,274 0 0				.....
Manora School	....	.....				†1,300 0 0
Kumber School	100	1,350 0 0				.....

* The balance was defrayed by Municipality.

† Rs. 1,300 were given under the authority of Government Resolution No. 206, of 12th May 1866.

20. A List of Libraries is given below:—

Name of Place.	Total Number of Books.	Number added during the year.	Number of Members.	Books Issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Kurrachee General Library and Museum	3,749	164	137	15,499	3,554 8 0	3,371 1 11
Kurrachee Native General Library	Information not received.					
Hydrabad do.	232	3	20	12	180 14 1	198 5 8
Sukkur do.	Information not received.					
Jacob's Book Club, Jacobabad	1,895	620	37	2,379	1,043 5 7	1,020 1 7
Kotree Mechanics' Institution	426	23	75	1,200	70 0 0	65 0 0
Grierson Institute	Information not received.					

21. *Spread of English.*—In the following table I give the number of youths learning the English language in different grades of Government Schools, as compared with last year:—

	1865-66.	1866-67.	Increase.	Decrease.
High Schools	47	70	23	..
Middle Class Schools. 1st Grade	70	54	..	16
Middle Class Schools. 2nd Grade	272	357	85	..
Total....	389	481	108	16

22. I am glad to be able to show an increase. My belief is that there is a growing desire for English education throughout the Province. Three Anglo-Vernacular Schools have been opened during the year. I hope to report the establishment of three or four more schools of this class during the present year. The preparatory class for the Anglo-Vernacular School at Hydrabad is so well attended that hardly any stronger proof of the appreciation by the people of that town, of the benefits resulting from a knowledge of English, is required.

23. *Spread of Sanskrit.*—The study of Sanskrit has been introduced into the Hydrabad High School. 22 Hindu students were learning this language at the close of the year. Arrangements have also been made for imparting instruction in that language in the Kurrachee High School. The study of Sanskrit, however, is not desired by any other class of students than Hindus; either Arabic or Latin must be taught to Mahomedans, and boys of other than the Hindu caste. Mr. Mahadeo Moreshwar was very successfully introducing Latin into the Hydrabad High School. I examined his pupils in Delectus, and their progress was creditable alike to him and to them.

24. In the following tabular form I give the number of boys educated in Government Schools who have obtained employment either in the Government service, or in Departments connected with Government:—

Schools.	Receiving salaries below Rs. 10.	Receiving salaries above Rs. 10 and below Rs. 25.	Receiving salaries above Rs. 25 and below Rs. 50.	TOTAL.
High Schools	1	9	6	16
Middle Class Schools.	....	3	4	7
Lower Class Schools.	9	19	....	28
Special Schools	....	3	2	5
Total.	10	34	12	56

25. Twenty-four certificates of the Second Class have been granted during the year.

26. One First Class certificate was granted to a youth in the Christ Church Mission School, Kurrachee.

27. *General remarks on the working of the Grant-in-Aid system.*—This system has made a fair start in the Province. The Mission Schools at Hydrabad and Kurrachee have been examined under the standards during the year. The Saint Patrick's (Roman Catholic) School has since been examined, and the Marathi School has been registered for examination. I consider that the introduction of this system is calculated to exercise a very beneficial effect. The system of marking is minute and tedious to the examiners, but it

has its advantages. It enables a comparison to be drawn between schools of the same class, and it thus inspires the masters and pupils with emulation. It moreover greatly assists the inspectional staff, for, after a school has once been examined and marked, it enables the Inspector to judge at the next examination what progress a school has made during the year; and, to Private Scholastic Institutions, it affords liberal pecuniary assistance, for want of which the efforts of many such schools are retarded.

28. *Proportion of caste.*—The subjoined table shows the number of scholars of different castes attending Government schools of all descriptions:—

Grades of Schools.	Hindus.	Mahomedans.	Parsees.	Others.	Total.
High Schools	49	9	11	1	70
Middle Class Schools. { 1st Grade	44	5	3	2	54
Middle Class Schools. { 2nd Grade	628	131	17	15	791
Primary Schools	1,077	835	1	..	1,913
Special Schools	25	15	..	..	40
Total....	1,823	995	32	18	2,868

29. It will be seen that the Hindus give a percentage of 63·5, and the Mahomedans 34·7; in other words the proportion of the former to the latter is nearly 2 to 1. This shows that the Mahomedans, though they form the majority of the population, are still backward as regards education in general; this however is not astonishing, since by far the greater number of Mahomedans are cultivators, whose time is fully employed in agricultural pursuits, and who from the nature of their occupation and position are necessarily less alive to the advantages of education, besides inheriting a strong prejudice against English education in particular. But when we come to analyze the attendance at High and Middle Class Schools, the disproportion of Mahomedans becomes still more striking. There are 383 Hindus to 49 Mahomedans learning English in our schools; that is eight of the former to one of the latter. Among the Hindu students the predominating class is that of the "Amils." The proportion of Brahmins to other Hindus is as 1 to 19, but this is mostly

made up of Brahmin students attending the Gujarati schools in the Thurr and Parkur Districts, who may be regarded rather as foreigners than natives of Sind proper. When we exclude this foreign element, the proportion of Sindhi Brahmins is reduced to ·77 per cent; or $\frac{1}{130}$ of the total of Hindu scholars. The fact is that persons of this caste, unlike Brahmins of the Deccan, Gujarat, and other parts of India, are disposed to follow the primitive profession enjoined by their Shastras rather than enter upon purely secular callings to which their brethren elsewhere aspire.

30. *High Schools.*—The High Schools are progressing steadily. Five* boys from Hydrabad and one from Kurrachee appeared at the last Matriculation Examination, and all except one from the Hydrabad School were successful. Three of them have been attending the Elphinstone College. The other two have returned to Sind; one on account of ill-health, and the other a very promising young man, lately an Assistant Master in the Hydrabad High School, to rejoin the Educational Staff. There are several boys preparing themselves for the next Matriculation Examination.

31. *Normal Schools.*—These were examined in February last by a Special Committee appointed for that purpose. Ten boys in the Hydrabad Normal College, and eleven in the Sukkur Normal School, were presented for examination. Five students in the former and four in the latter appeared for final examination. Of the former, three, and of the latter all passed. The general result was unsatisfactory as regards the Hydrabad Training College. The examiners reported very favourably on the Sukkur Normal School, which they pronounce to be superior to the former Institution. It is a matter of very great difficulty to get young men to attend our Normal Schools, and the paucity of attendance increases the cost of education per head. The six young men trained at our Normal Institutions have during the year been appointed to situations as Masters and Assistant Masters.

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* Note.—I have included Shantaram Vinayek in this number; he was entered in the list published in the *Gazette* as belonging to the Elphinstone High School, but as he had only attended that Institution for four months previous to the Examination, he properly belonged to the Hydrabad High School.

32. *Book Department.*—The following Books were published at the Government Educational Press :—

	Copies.
Second Reading Book, 2nd Edition.....	1,000
Third ditto 2nd do.	1,000
Third and Fourth Books of Geometry.....	3,000
Farsee Amoz, or an Elementary Grammar in Persian..	1,000
Suswi Punhu, an original Poem in Sindhi, a new Edition.	1,000

In addition to the above, a Translation of Morris' History of England is in the Press, and will be ready in the course of a few months.

33. The following table will show the issue of Vernacular Books during the year :—

	Books sold.		Books issued.	
	No.	Amount.	No.	Amount.
		Rs. a. p.		Rs. a. p.
1865-66	643	176 8 0	1,236	574 6 0
1866-67	3,540	865 0 6	1,162	464 15 6

34. The sale of Vernacular Books, it will be seen, has greatly increased, and this good result is chiefly attributable to the reduction in price of almost all Sindhi Books published by the Department, to the general improved tone of Vernacular Schools, and to the improved system adopted in the management of our Book Depôts, which have been established wherever they were needed.

35. The Sind Central Book Depôt supplies the Kurrachee High School, Anglo-Vernacular, and Primary Schools throughout the Province, with Books in English, Marathi, Gujarati, Sindhi, Persian, and Hindustani, and its business is daily increasing. Hitherto it has been under the direct control of the Deputy Educational Inspector, assisted by a Moonshee on Rs. 15 per month ; but the services of a well paid Depôt-keeper to take charge of the Central Book Depôt are very much required, and I trust that some arrangement of the kind may shortly be made.

36. A most interesting feature in connection with this Agency of the Educational Department is the publication of a fortnightly periodical called the "Sind Sudhar," at the Lithographic Press. The idea originated with, and has been successfully carried out by my Deputy, Rao Saheb Narayen Jagonath Wadya, who deserves great credit for the trouble he bestows in editing the paper. It is a strong proof of the warm interest he takes in his profession. The following extracts (paragraphs 3, 4, 5, and 6) from the Prospectus will explain the object of this paper.

"3. It will be admitted that a well conducted Periodical, having in view the dissemination of enlightened views, liberal ideas, and useful information, is one of the great 'civilizing agencies,' and that the want of such a Periodical is very much felt in the Province.

4. In order to supply this want, and to place before the people, in a readable form, the substantial benefits of Education, it is proposed to publish a by-monthly Periodical in Sindhi, to be designated the '*Sind Sudhar*,' in connection with the Educational Department.

5. The following are briefly the principles on which the Periodical will be conducted :—

1*st*. All discussions on political and religious subjects will be carefully avoided.

2*nd*. Although under Government patronage, the periodical will not be an exponent of the views and opinions of Government, except in so far as the same may appear in notifications and orders published under the signatures of authorised officers.

3*rd*. The Periodical will not contain reflections upon the character of public officers or private individuals.

4*th*. All that is calculated to promote the mental, moral, and social improvement of the people, without offending their religious prejudices, will be consistently advocated.

6. In addition to the objects already enumerated, the Periodical is intended to increase the professional efficiency of Schoolmasters, by the communication from time to time of instructions regarding their duties; also to serve as a kind of *Official*

Gazette to those who, from want of means, and absence of official connection, or who, by reason of the distance at which they live from large towns where such matters are discussed, remain in ignorance of orders effecting changes in the administration, and of the appointments and transfers of Local and other Government Officers."

37. The "*Sind Sudhar*" has attained a very wide circulation, there being more than 700 subscribers. I have no doubt but that the Periodical will render good service to the cause of civilization in general, and to that of education in particular. The price is very low, 2 annas per copy.

38. *Female Education.*—The subject of Female Education is surrounded with great difficulties in Sind. The people have very strong prejudices against its introduction. The Zenana system is still in force among all classes except the very lowest. Even little girls are not allowed to go unveiled. Such is the sensitiveness of Sindhees with respect to every thing relating to their females, that they think it indecorous to speak or allude to their female relatives in public. There is again the difficulty in respect to character, to which I have already alluded, in the case of Hindu girls. These reasons sufficiently show why female education has hitherto made no progress whatever, nor are there any immediate prospects of a movement in that direction. Indeed, until educated Natives themselves become alive to the importance of female education, and exert themselves to overcome the prejudices of their less enlightened fellow-countrymen, it cannot be expected. It will be, however, my earnest endeavour to press the subject on the attention of these educated men, and to see what can be done by means of a series of articles to be published in the widely-circulated "*Sind Sudhar.*"

39. *Engineering School.*—I visited this School in December, and the Master then informed me that three or four boys would shortly be prepared to undergo an examination according to the Standard laid down for the upper subordinate establishment of the Public Works Department. Lieutenant McDiarmid, R. E., accordingly, at my request, very kindly examined three boys in March last, all of whom were proved qualified, and through the kind interest of the late Commissioner, they have been attached to the offices of the Canal Engineers in each Collectorate, on salaries of Rs. 60 per mensem.

40. There are now nine boys in the School, three of whom will be ready to undergo the abovementioned examination in twelve months' time. There is, however, the same difficulty in recruiting the attendance as in our Normal Schools. I regret very much that the recommendation to confer appointments in the Public Works Department in Sind, as they fall vacant, on qualified Sindhee youths in the Engineering School, did not meet with the approval of Government, as in the absence of some inducement of this kind they are unwilling to join the Institution. The promise lately made by Government in their Resolution No. 17 B 03, dated 15th January 1867 is conditional, and one of these conditions is liability to serve out of Sind, which makes the concession almost nugatory, as Sindhees can with difficulty be persuaded to leave even the immediate neighbourhood of their homes.

41. I have been fully satisfied with the manner in which the Educational Staff, with one or two exceptions, have conducted their duties, and I have to tender my thanks to all departments with whom I had to transact business, for their co-operation.

42. I must again place on record my appreciation of the very great assistance I have received from Rao Saheb Narayen Juganath Waidya, Deputy Educational Inspector, without whom I should be unable to conduct the work of the department in addition to my ordinary duties.

J. MOORE,
Educational Inspector in Sind.

APPENDIX B.

1. Report of the Elphinstone College for 1866-67.
2. Report of Poona College for 1866-67.
3. Report of the Grant Medical College for 1866-67.
4. Report of the Poona Civil Engineering College for 1866-67.

1. REPORT OF THE ELPHINSTONE COLLEGE FOR 1866-67.

The number of the undergraduates in College shows a slight increase over that of last year. This is probably a consequence of the continued depression of trade in Bombay. The following table gives the number of the year under report, and of the five preceding years :—

Years.	Average Daily Attendance.	Number on the Rolls at the end of the year.	Highest number at any time on the Rolls.
1866-67	84	106	128
1865-66	79	98	100
1864-65	82	93	109
1863-64	82	94	94
1862-63	74	69	88
1861-62	62	69	78

2. During the first term the number on the rolls was only 79. Hence the comparatively low average for daily attendance during the whole year.

3. Of the 106 present undergraduates of the College, 60 are Hindoos (Marathas, Guzerathi, and Sindhi), 40 are Parsees, and six Mussulmans.

4. The amount of fees collected during the last year was smaller than that of the year before; being only Rs. 1,980 against Rs. 2,440. Indeed during the first term of the year there were only 10 paying students. In the term just finished the number of paying students was nearly trebled. Still at present too many require to be paid to learn, and value education only as a means to a good salary.

5. For Free Studentships we have many applications, and many are necessarily rejected. Where there are many applicants for but a limited number of free studentships, the College exercises the right of selecting those who are most likely to repay care bestowed on their education.

6. The candidates for the late University Examinations were fairly successful. From present members of the College, four presented themselves for the M. A. examination, and of them three passed—two in languages and one in mathematics. For the B. A. examination there were 15 candidates, eight of whom passed, two of the remainder being obliged through sickness to retire from the trial. For the First Examination in Arts there were 26 candidates, of whom 14 passed. The proportion of failure to passed men seems large to persons acquainted with English Universities only, but it must be remembered that besides special disadvantages under which undergraduates here must labour, the Bombay University Standards themselves are something more than the ordinary pass standards of English Universities, and approach more nearly to the higher or class standards. And this is as it should be, as a pass degree at Oxford or Cambridge is valued for other reasons, and not as a proof of any special intellectual training received by the graduate. Nor again are those undergraduates who fail left without any result from their University course. It must always be an advantage to them that they have been members for two or three years of institutions like the Colleges of the Bombay University.

7. My own work during the past year has been given to Logic, Moral Philosophy, and Latin, and also to Greek Philosophy during the last term. During the first term of the past year there were two candidates for the M. A. Examination in Latin; a class for the B. A. Examination in Logic, Moral Philosophy, and Latin; a class for the First Examination in Arts in the same subjects, but less advanced; and a class of freshmen, with whom I began Logic,

and with most of whom I also read Latin books for the examination in 1867–68. During the last term there was a small class of four reading Greek Philosophy, and one candidate for Latin in the M. A. Examinations. There was also a new class for the B. A. Examination, with whom I finished the Logic and most of the Moral Philosophy necessary. With the junior class of the term before I finished the Grammar of Logic and continued lectures in Latin. The freshmen of this year had to make some way in their second language before beginning any other new subject, and with a large class of them I read part of a book of Cæsar. I was able also each week to get exercises in Latin from those who took up that language; and from time to time question papers were given the different classes. During part of the last term weekly essays on various subjects were brought up by the members of the two highest classes.

8. My best thanks are due to all the Professors and Fellows of the College, for their cordial co-operation; and I need not tell a former Principal that from Professor Hughlings I always obtained most valuable advice and aid. Among the undergraduates, those who form "The Shakespeare Society," have lately won credit for the spirited and successful manner in which they worked up and represented "The Taming of the Shrew;" and lastly the thanks of all members of the College are especially due to Dr. Dhirajaram Dulpatram, who continues with the true spirit of benevolence to attend the poorer of the Resident students.

9. As a rule the undergraduates of the College pay too little attention to their physical health. Many overtask their powers by a long strain of work in hours that should be given to recreation or sleep. At present it is impossible to remedy the evil. The cricket ground is too far off to be generally practicable; and the gymnasium is not very attractive as it exists at present. It is to be hoped that when the new College is opened, a cricket-field, courts for fives and racquets, and a good gymnasium may be provided.

10. There have been several changes in the teaching staff of the College during the past year. The place of Dr. Haines as Professor of Chemistry has been filled by J. B. Lyon, Esq. Dr. Bühler has returned to his original post, and Dr. Kielhorn has taken charge of the Sanscrit studies at Poona College. Of the Dakshina Fellows, Messrs. M. G. Ranade and B. M. Wagle have left us; and Messrs.

D. Atmaram, R. M. Sayanee, and J. J. Unvala have been appointed Fellows. Lastly Mr. J. J. Unvala has resigned, and Mr. D. S. Patel has taken his place.

11. In conclusion I must beg to draw your attention to the inadequacy of the present teaching staff as compared with the number of undergraduates in the College. The freshmen come as a rule without any knowledge of a Classical language. Many of them are raw and uncultivated, of sufficient knowledge to come up to the Matriculation standard, but without culture, without taste, and entirely dependent on their teacher for improvement. To rouse and stimulate these we need tutors who can give a good deal of supervision to each undergraduate. At present we have in College four European Professors and five Native Fellows. We need at least two more Professors and a corresponding increase of Fellows; the latter to devote their time to some special subject and to work under a Professor. Two most important subjects—History and Latin—are not provided for by the College. It is true that we are promised a History Professor in time, but the need is most urgent, and the Latin Professor is equally necessary. At present somewhat more than half the members of the College take up Latin as their second language, but no one is there to teach Latin, or rather no one is responsible for it, and all the time voluntarily given to it by the Professors is in the long run so much taken from their own special subjects. The Sanscrit Professor finds his work hard, though he has a Fellow and a Shastree to help him. A Latin Professor ought also to have two Assistants. I sincerely trust that some relief may be given to us before the beginning of next term.

K. M. CHATFIELD,
Principal.

Elphinstone College, 10th April 1867.

2. REPORT OF POONA COLLEGE FOR 1866-67.

1. *College Staff.*— In November Dr. Kielhorn took up his appointment of Professor of Sanscrit; relieving Dr. Bühler, who had acted for him during the rains. There have been no other changes among the Professors this year, and only one among the Duxina Fellows. Mr. Bulwant Sitaram Naik, B.A., accepted the offer of a Deputy Inspectorship of Schools under Dr. Sinclair in Berar, and his place has been supplied by Mr. Gungadhur Annunt Bhut, B. A. This young graduate passed with distinction at the last Examination for the degree of B.A., being one of two who were placed in the 1st Class.

2. *No. of Pupils.*—There has been no increase in the number of pupils. The admissions this year were 18 against 34 last. This may be explained principally, I suppose, by the fact that the Poona High School did not succeed in Matriculating so many of its pupils as in 1865-66. The Poona Engineering College has also attraction for many. As the University only matriculated during the year under report 93 scholars, I conceive that 18 was not much under the average of what we have a right to expect. The present number of students on the rolls is 68, including four graduates, all of whom are receiving instruction in the College in some branch of study. Of this number 28 hold Scholarships or Fellowships, 14 Free Studentships, and 26 pay the monthly College fee of Rs. five. The monthly receipt from fees is now Rs. 125. Two years ago it was only Rs. 12, sometimes even less than that.

3. *University Examinations and Distinctions.*—To the Examination for the degree of B. A. this year the College sent up 11 candidates, of whom six passed. Two out of the five who failed were candidates, whom I regarded as almost quite certain to pass, and perhaps they might have done so had they not withdrawn from the examination on the third day on account of the difficulty of the mathematical papers. I may here mention that two of the graduates of this year have joined the Engineering College, and one has gone to Berar as Deputy Inspector of Schools. Two remain with us, and one, who was not on the rolls last year, retains, I believe, his appointment as 1st Assistant Master at Rutnagiree.

4. In the First Examination in Arts the results were far less satisfactory. Out of 18 candidates only four passed. I am unable wholly to account for these results, which are less satisfactory than on any previous occasion since my connection with the College. On examining the marks which were kindly forwarded to me by the Registrar, I discovered, to my surprise, that in one subject, Logic, in which I had lectured the candidates, all without an exception had passed, a result which in my most sanguine expectations I should never have anticipated. In History, on the contrary, no less than 10 failed, and there was also the usual proportion of failures in English and Mathematics; again among those who failed in history were two who had gained high marks in most other subjects. I cannot but infer from these facts that there is a certain vagueness and uncertainty, which indeed, considering the circumstances, is perhaps only what might be expected, in the standard of the Examinations; in other words that some Examiners are satisfied not with a little, but much, less than others. For my own part I will only say that I sympathize more with the rigorists than with those who take the easier view, and I believe the severity of this year's standard in History has already led to a more attentive and intelligent study in this College of the Historical subjects proposed for the examinations of the following academical year.

5. The Bhugwandas Sanskrit Scholarship was gained this year by Mr. Kashinath Balkrishna Marathey, B. A., a scholar of this College. This is the only University Prize or Scholarship that has been gained during the year under report by any of our members. There is a want of enterprize in competing for these distinctions, which I have done my best to combat. I trust that some of our senior members will be candidates this year for the English Essays.

6. *Lectures.*—My Lectures have of course been determined by the requirements of the University. I have read this year two hours a week, with one of our Duxina Fellows, who is a candidate for the Degree of M. A. in the School of History and Philosophy; and I hope hereafter to be able to find more time to do justice to the subjects we have gone over only too cursorily this term. I have also read with the class of candidates for the degree of B. A. the greater part of Bacon's Advancement of Learning, and with the third class, or candidates for the First Examination in Arts, I have

had lectures both in Logic and History. I have also lectured the lowest class twice a week, in one of their English books.

7. *Latin Class.*—I have had a junior class three times a week in Latin writing. There are only five scholars in the class, viz., one Portuguese, two Parsees, and two Brahmins. As instruction in Latin is now regularly given in the Poona High School, we may expect perhaps shortly some increase in our Latin Candidates. Poona College will always however, I trust, continue, as it ought to do, the Principal seat of Sanscrit studies in this Presidency. I may here mention that we shall henceforth always require one Latin tutor among the Dakshina Fellows. We have a most valuable one at present in Mr. Shunkur Pandoorung Pandit, B. A., who is also able to take some share in the Sanskrit work of the College. Mr. Gunputrow Amrootrow, B. A., in English, and Mr. Sheevaram Bapoojee Paranjpey, B. A., in Sanscrit, continue to discharge their respective duties most meritoriously.

8. We are anxiously looking forward to the time when we shall move into the new Deccan College, and commence the experiment of a more regular collegiate life. I believe and trust that the opportunities for more frequent and intimate association between the Professors and the Junior Members of the College in out-door recreations as well as studies will have a very beneficial effect. At present the points of contact are both too few and (almost unavoidably) too formal.

9. There has been an increase of regularity and diligence in the College this year, which is satisfactory. The Library has received some valuable additions, and I hope and trust that the taste for private reading is increasing. I have done my best to impress upon the attendants at my Historical lecture on the History of the Saracens, that without some attentive collateral reading there is little chance of their doing much better next year in the Examination than this, and none at all of their historical study either improving their minds, or enlarging their knowledge.

10. In conclusion I beg to express my grateful sense of the hearty co-operation I have received from all my colleagues.

W. WORDSWORTH,
Principal.

Poona College, 16th April 1867.

3. REPORT OF THE GRANT MEDICAL COLLEGE FOR 1866-67.

1. *Duration of the Session.*—The Session for the year 1866 extended from 3rd January to 30th November. It was found desirable to make some slight alteration in the duration of the terms. The *first term* extends from 2nd January to 30th April, and the *second term* from 15th June to 30th November.

2. *Number of Students.*—The following students received instruction during the past session:—

1. An English Class of 15 students.
2. A Class of 19 student apprentices.
3. A Vernacular Class of 31 students, thus making a total of 65 pupils who have been under instruction.

3. *University Examination for Degree of Licentiate of Medicine.*—On the 3rd of December four students went up for the Degree of the University; two of these, I regret to state, failed, the other two however succeeded in passing in the 1st Class. The names of the successful candidates are Atmaram Sadashive Jayakar, and Amidas Munji Garudia. To the former the Sir Jamsetjee Jejeebhoy Medical Prize, of Rs. 250 for proficiency in Practical Medicine and Surgery, and the Sir Jamsetjee Jejeebhoy Gold Medal for proficiency in Practical Medical Jurisprudence, have been awarded, and to the latter the McLennan Scholarship of Rs. 25 monthly, with a silver prize medal for great proficiency in the Principles and Practice of Midwifery has been allotted.

4. *Final Examination of the Student Apprentices.* Eight student apprentices, who had completed the prescribed course of study, presented themselves for Final Examination for the grade of Assistant Apothecary. Six were found qualified, viz:—

B. Gordon.	H. McCullough.
C. Easdon.	T. Shea.
E. Guest.	W. West.

As the two unsuccessful candidates had been rejected in the previous year, they have ceased to attend the College.

5. *Final Examination of the Students of the Vernacular Class.*—Six students of the Vernacular Class presented themselves for examination, and the three following were found qualified :—

Babaji Rawaji Kadum.
Ramchundra Rawji Joshi.
Pursuram Nagesh Oopadhe.

6. *Examination of Sub-Assistant Surgeons for the higher grade.*—In the month of April, Vamon Vasudeo Bhide and Pestonji Bamonji, Sub-Assistant Surgeons of the Third Class, presented themselves for examination, in accordance with Rule XVII., relative to Sub-Assistant Surgeons. Both were successful in obtaining their promotion to the Second Class.

7. *Changes in the Staff of the College.*—In the staff of the College great changes have to be recorded :—

(1.) In March 1866 Professor Stedman's failing health necessitated his return to Europe for a brief period. On his departure Assistant Surgeon Hojel succeeded to his chair; that of Medicine and the Professorship of Anatomy and Physiology thus vacated by Mr. Hojel, was handed over to Assistant Surgeon Lyon, who had but recently arrived in the country. In July Mr. Hojel left the College to take up an appointment in the Persian Gulf. Some difficulty being experienced in filling the chair of Medicine thus again left vacant, the duties were undertaken by myself till Professor Stedman's return on 29th November.

(2.) Doctor Haines' lamented death in April 1866 occasioned a vacancy in the Professorships of Chemistry and Medical Jurisprudence. To the former Assistant Surgeon J. B. Lyon was appointed, and to the latter Surgeon A. M. Rogers. The double and very onerous duty which Mr. J. B. Lyon was thus suddenly called on to undertake, he carried on with great energy and ability till 22nd of November, when he was relieved of the professorship of Anatomy and Physiology by Assistant Surgeon W. Gray, M.B. and L M., Trinity College, Dublin. Towards the end of the first term Dr. C. Joynt resigned the Professorship of Midwifery, and has been succeeded by Surgeon A. V. Ward.

(3). Formerly the subjects of Chemistry and Botany were associated in one chair; in April last however a separate chair of Botany was created, and it gives me much pleasure to state that Dr. G. C. M. Birdwood has been appointed to fill it.

8. *Course of Instruction.*—The course of instruction during the session has not undergone any change. Appended is a report of the several Classes which my colleagues have favoured me with.

REPORT OF THE PROFESSOR OF ANATOMY AND PHYSIOLOGY.

I received charge of the duties of Professor of Anatomy and Physiology, and Curator of Museum from Assistant Surgeon A. N. Hojel on the 12th March 1866. During the year the class of Anatomy met 111 times, and the class of Physiology 88 times. In the dissecting room the different parts of the human body were demonstrated to the students and student apprentices.

Many valuable specimens have been added to the Museum during the year, and the whole collection has been re-arranged, and the catalogue revised. I delivered over charge of the duties to Assistant Surgeon W. Gray on the 22nd November 1866.

REPORT OF THE PROFESSOR OF CHEMISTRY.

Owing to the deeply-regretted death of the late Dr. Haines, I was suddenly called upon to assume charge (in addition to my other work) of the duties of Professor of Chemistry on the 27th April. During the year 71 Lectures were delivered and 20 Examinations held. The class of Practical Chemistry met 32 times, and the class of Practical Toxicology 22 times. The lectures on Chemistry were attended by seven students and six student apprentices. The Practical Chemistry class by five students and the class of Practical Toxicology by eight senior students.

REPORT OF THE PROFESSOR OF MATERIA MEDICA.

During the year 1866 a full course of lectures on Materia Medica was given; the class was also instructed in Practical Pharmacy. The attention of both under-graduates and student-apprentices was on the whole satisfactory, and the answering at the examinations, especially that of the student-apprentices, was creditable.

REPORT OF THE PROFESSOR OF SURGERY.

The course consisted of 99 Lectures and 20 Examinations, and was conducted after the plan of former years. Operations on the dead body were performed throughout the entire session, and an ample supply of subjects afforded the students every facility for making themselves acquainted with this important department of Surgery. The general conduct of the class gave me much satisfaction.

REPORT OF THE PROFESSOR OF MEDICINE.

The course consisted of 91 Lectures and 30 Examinations, twenty-four of which were given by Professor Stedman before his departure to Europe on medical certificate, seven by Mr. Hojel, who temporarily succeeded Mr. Stedman, and 60 by myself. The lectures were of much the same character as those formerly delivered, with the exception, perhaps, that Pathology was more enlarged on.

REPORT OF THE PROFESSOR OF MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I was nominated to the Professorship of Midwifery in the middle of the session 1866. My predecessor, Dr. C. Joynt delivered the lectures during the 1st term, and during the 2nd term I gave 40 lectures, 10 to complete the course on Midwifery and the Diseases of the Puerperal state, 18 on the special diseases of women unconnected with Pregnancy, and 12 on the diseases of infancy and childhood. Examinations, both oral and written, were also held periodically during the session.

In the Obstetric Institution Clinical instruction was given as cases presented themselves. The Senior College students attended several cases of labour, and all had opportunities of witnesssing the performance of some important midwifery operations, and of attending the Dispensary for the treatment of the diseases of women and children, of which they availed themselves as far as possible. I have every reason to be satisfied with the diligence and general conduct of the students.

REPORT OF THE PROFESSOR OF OPHTHALMIC MEDICINE AND SURGERY.

The course during the past year has consisted of thirty Lectures, exclusive of Examinations every Thursday. During three months

opthalmoscope demonstrations were given. The new Ophthalmic Hospital was opened on the 21st July 1866, and an excellent school for practical teaching was placed at my disposal.

REPORT OF THE PROFESSOR OF MEDICAL JURISPRUDENCE.

I received charge of the duties of Professor of Medical Jurisprudence in July 1866, and by the close of the term met the class either to lecture or examine on forty-four occasions; the entire subject of Toxicology was carefully gone over, and the conduct and attendance of the students were highly satisfactory.

VERNACULAR CLASS—REPORT OF THE TEACHER OF ANATOMY AND PHYSIOLOGY.

In Anatomy 60 Lectures were delivered, and 36 Examinations held during the session.

In the Dissecting room the course of instruction was conducted as in former years, and was attended by first and second year students. The attendance of the students was regular, and their conduct satisfactory.

The Physiological course consisted of 46 Lectures and 38 Examinations, and was attended by second and third year students, who were attentive and regular.

REPORT OF THE TEACHER OF CHEMISTRY AND MATERIA MEDICA.

In submitting the report of the Vernacular class in Chemistry and Materia Medica for the past year, I have to state the following as the particulars with respect to each class.

In Chemistry the number of lectures delivered throughout the session amounted to 50. Forty examinations were also held. Much attention was paid during the past session to Physics, and the students, I am glad to observe, showed a peculiar capacity in following me. The order of lectures pursued was exactly in accordance with the syllabus of Dr. Giraud, late Professor of Chemistry in this College. This class was attended by first and second year students.

The conduct of the students was very good, and the progress made was creditable to them, as was apparent at their final examination.

In Materia Medica 45 Lectures and 40 Examinations were given. There has been no alteration found desirable in the system and order of lectures in supersession to that pursued during the session previous to the one under report. The conduct of the students in this class also was good, and the progress made was very respectable. The students of the second and third year attended this class.

REPORT OF THE TEACHER OF SURGERY.

Sixty Lectures were delivered and thirty Examinations held during the session. Practical instruction was also given to the students in the Clinical ward of the Hospital, as in preceding years. Six students attended the class with regularity and assiduity.

REPORT OF THE TEACHER OF MEDICINE AND MIDWIFERY.

The number of Lectures delivered and Examinations held, in the subjects of Medicine and Midwifery respectively, was the same as in the two preceding years. The class for instruction was opened with six students, two of the fourth year, who had failed in their final examination the year before, and four of the third year. Two of the latter, owing to their having been laid up with fever for a considerable part of the session, were prevented attending the complete course of instruction, and failed in passing their final examination. They have consequently, along with another member of the class, remained to their studies for another year. The progress of the class on the whole, I regret to say, with a single exception, was not satisfactory, and I am led to attribute this to want of sufficient knowledge of English on the part of the majority of students.

Hospital for Incurables.—The Hospital for Incurables, erected in the immediate vicinity of the Jamsetjee Jejeebhoy Hospital, at the expense of the Sir Jamsetjee Jejeebhoy family, was opened for the reception of patients on 4th October. This Hospital is capable of holding 50 beds, and it was scarcely opened before every bed became filled.

The Sir Jamsetjee Jejeebhoy family have thus given another substantial proof of their readiness to meet the urgent wants of the poor of this city.

Ophthalmic Hospital.—The Ophthalmic Hospital, the munificent gift of Mr. Cowasjee Jehangheer, was completed in July last at an expense of nearly one lakh and twelve thousand Rupees. Though built to contain 50 beds it is yet scarcely able to meet the calls already made on it. A valuable school for instruction in Diseases of the Eye has thus been opened to the students of this College, and such as but few schools of medicine in Europe can boast of.

Scholarships awarded.—The Scholarships have been awarded as follows:—

4th year students.—A Carnac Scholarship of Rupees 25 monthly, for proficiency in conducting the duties of Clinical Clerk, and in knowledge of Practical Medicine and Pathology, to J. F. Gonsalves. An Anderson Scholarship of Rs. 25 monthly for proficiency in conducting the duties of Surgical Dresser, and in knowledge of Practical Surgery and Surgical Anatomy, to J. F. Gonsalves; but as a Scholarship has been awarded to him it will pass to the next in proficiency, viz. Abdul Rahim Hakin.

A Reid Scholarship of Rs. 15 monthly for proficiency in Midwifery, to J. F. Gonsalves; but as a Scholarship has been awarded to him it will pass to Abdul Rahim Hakin; but as he also has a Scholarship it will pass to the next in proficiency, M. F. Pereira.

2nd year students.—An Anderson Scholarship of Rs. 15 monthly for proficiency in Anatomy and Physiology, to J. A. DeGama.

An Anderson Scholarship of Rupees 15 monthly, for proficiency in Chemistry, Theoretical and Practical, to Balwant Gopal Bháte.

A Carnac Scholarship of Rs. 13 monthly, for proficiency in Practical Chemistry, to Suruplal Balakram Shribustam.

1st year student.—A Government Scholarship of Rs. 10 monthly for proficiency in Chemistry, to Nana Dvarkanath Talpadi.

Vernacular Class. 2nd year students.—The Jaggonath Sunkersett Scholarship of Rs. 10 monthly, tenable for ten months, for proficiency in the subjects of study during the session, to Amroota Tatia Tathé.

The Jaggonath Sunkersett Scholarship of Rs. 5 monthly, tenable for ten months, for proficiency in Physiology and Materia Medica, to Callapa Narsu Nayadu.

1st year students.—The Jaggonath Sunkersett Scholarship of Rupees 5 monthly, tenable for ten months, for proficiency in Anatomy and Chemistry, to Govind Keshava.

McLennan Medal.—The McLennan Medal has been awarded to third year student apprentice B. Gordon.

Burnes' Medal.—The Burnes' Medal has been awarded to the first year student apprentice E. Coffin.

Remuneration of Sub-Assistant Surgeon.—It gives me great satisfaction to be able to state that a condition which affected so materially the welfare of this Institution and social standing of many of its Graduates has at length been removed. In the month of April last the Government of India sanctioned an increase to the emoluments of Medical Graduates in the service of Government more commensurate with their position and the dignity of their profession.

Number of Candidates admitted.—During November there were 10 candidates admitted into the College Class, of whom two are free students, 13 candidates into the Student Apprentices' Class, and 15 into the Vernacular Class, five of whom are also free students, so that, inclusive of the older students, there are 81 pupils receiving instruction within the walls of the College, of whom 22 belong to the College Class.

Number of Candidates for admission into the Vernacular Class.—At the examinations held on the 22nd and 24th of November there were no less than 83 candidates for 9 vacancies; the competition was necessarily of a very active character, and has succeeded in recruiting this class with young men of a superior order of intelligence. The success of this Class must be a source of much gratification to its well-wishers. Much of this success, I feel, however, is due to the care, attention, and ability with which its Teachers, Messrs. Bhikaji Amrut Chobha, Sakharam Arjine Ravut, Gopall Shivaram Vaidh, and Shantaram Vittul Sauzgire have performed their several duties.

W. G. HUNTER,
Principal Grant Medical College.

Bombay, May 3rd 1867.

4. REPORT OF THE POONA CIVIL ENGINEERING COLLEGE FOR 1866-67.

As I have already, in October last, reported at considerable length on the administration and requirements of the College, my present report will be chiefly confined to the proceedings of the past term. The term just concluded has been the first collegiate term of the College as an institution affiliated to the University, and I am glad to be able to report a good attendance during the term.

The Collegiate Classes are three in number.

1st. Senior Class consisting of two pupils who have both passed the First Examination in Civil Engineering of the University.

2nd. Middle Class, consisting of 19 pupils, of whom three are graduates of the University, and three have passed the First Examination in Arts.

3rd. Junior Class consisting of 21 pupils, of whom 16 joined the College in November last, and five were put down from the Middle Class.

The Senior class have received instruction in the following Branches:—

1st. Mathematics.
2nd. Chemistry.
3rd. Experimental Physics.
4th. Engineering.

In Mathematics the Differential Calculus, Spherical Trigonometry, with Solid and Analytical Geometry, have formed the chief portion of the study of the class.

In Chemistry the pupils have gone through a course of *qualitative* Analysis of Compounds, containing a single base and acid, and have also performed a few simple *qualitative* analyses, in order that they might become familiar with the several processes necessary in the washing and weighing of precipitates, and in calculating results.

The course of Experimental Physics comprised a series of Lectures on Heat, the Steam Engine, Electricity (Frictional and Voltaic), and Magnetism. This course of 60 lectures has been open to and attended by, the students of all the three classes.

The Engineering studies of the Senior Class have not been very extensive. Its members, of whom one is now a teacher in the College, have had considerable practical experience in engineering work in the Public Works Department, in which one served 11 months and the other 14. Their attention has been chiefly directed to a revision of their former studies and to Railway engineering as a new subject.

The Middle Class has received instruction in most of the subjects specified in the University Calendar, as the course required for the first Examination in Civil Engineering. The reports of the several Professors and Teachers which are attached will exhibit in detail the course of study pursued by each of the classes.

During the past six weeks, while the hours of attendance have been from 6 to 10 A.M., Mr. Dají Nilkant kindly took the middle class for instruction in Engineering and Mathematics for two hours in each evening at the Vishrámbág in the city, in order that more time might be devoted to Drawing and Plotting during College hours.

I have much pleasure in bearing testimony to the zeal and energy displayed by all the Professors and Teachers during the term. All seem anxious that their pupils should acquit themselves creditably at the coming University Examinations. Mr. Dají Nilkant has been as usual, especially active and efficient. In his anxiety for the progress of his class he has, as I have already mentioned, voluntarily devoted to it for the past six weeks two hours of his leisure time daily.

The pupils of the Maistry or Vernacular Division of the College, under Mr. Vinayak Baji Gokhle, have completed their course, and a new class has been formed. The want of an additional Teacher is sadly felt in this class. At the entrance examination held in the early part of the month no less than 125 candidates presented themselves for entrance. As there is but one Teacher and but one small room for the reception of the Class, I was unable to admit a larger number than 25, but of this number I am happy to say three are tradesmen, two being carpenters, and one a bricklayer.

The Mechanical School, under Mr. Robert Royal, is gradually improving. The quantity of work executed for the public during the past term has far exceeded the amount executed during any

former term while I have been Principal, and the quality of the work has given general satisfaction.

I cannot close this report without adverting to the lamented death of the Rev. H. P. Cassidy, Lecturer on Chemistry and Geology in the College. Mr. Cassidy was a most able and experienced geologist, and one who had devoted his lifetime to the study of geological science, and who was particularly versed in the geology of India. His thorough knowledge of Native character, and his great facility for communicating instruction, rendered him an able assistant, and his loss will be much felt in the College.

T. COOKE, M.A., M.I., F.G.S.,
Principal Civil Engineering College, Poona.

APPENDIX C.

1. Report of the Marathi Translator for 1866-67.
2. Report of the Gujarati Translator for 1866-67.
3. Report of the Dakshina Prize Committee for 1866-67.

1. REPORT OF THE MARATHI TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1866-67.

I assumed charge of the Acting Marathi Translator's duties on the 28th May 1866.

The following therefore is the account of my own personal work during the last ten months.

I examined and reported upon the following periodicals :—

(1). The numbers of the Dnyan Prasarak Magazine for December 1865, and January, February, March, April, May, June, July, August, and September 1866.

(2). The numbers of the Sarva Sangraha for August to December 1865, and July, August, September, October, November, and December 1866. The Publisher of the Sarva Sangraha Magazine issued no numbers from January to July 1866.

I examined and reported upon the following works, referred to me for my opinion :—

(1). Sairandri Natak.
(2). Account of India in verse.
(3). Ratnaprabhâ, a Marathi Novel.
(4). Easy verse or Collection of Songs.
(5). Khotara Reshmi Kashida.
(6). A Marathi Rudimentary Grammar.
(7). An Abridged History of India.
(8). A Specimen of a Marathi Dictionary.
(9). A Marathi translation of Mulhauser's Method of teaching Writing.

(10). A Marathi translation of Major Malleson's Lecture on Miss F. Nightingale.

(11). Shabdasidhinibhanda.

A Marathi translation of Green's Idiomatic Sentences was referred to me for revision with the view of republishing it departmentally. In the progress of my work I found that the work grew upon my hands beyond what I had any reason to expect beforehand, nearly every fourth sentence requiring to be either corrected or altered. The work, of revision, however, will soon be over, and when completed, the book will be sent to the Curator to be reprinted.

The work of Mr. Parashuram Pant Godbole was as follows :—

(1). Revising 550 pages of a Marathi Translation of Sanskrit Kadambari, and comparing it with the original Sanskrit work.

(2). Examining the proof-sheets of the following works :—

(*a*) Marathi First Book.

(*b*) Do. Second Book.

(*c*) Do. Fifth Book.

(*d*) Do. Sankshiptá Bhugola Varnan.

(3). Examining on my account the following works, referred to me for report :—

(*a*) A Specimen of a Marathi Dictionary.

(*b*) Shabdasidhinibandha.

The work of the Translation Exhibitioner was as follows :—

(1). 83 pages of Schmitz's History of Rome, translated, and notes given.

(2). 86 pages of Robinson Crusoe, translated.

The work of the Gurus transferred from the Poona College was as follows :—

Mr. Shankar Joshi.

135 pages of translation into Marathi of the Shiromani Ganitadhyaya.

Mr. Krishna Shastri Rajwade and Mr. Mahadeo S. Godbole.

261 pages of a Marathi Translation of Kirat Kavya.

Mr. Bal Shastree Deva Tokekar.

139 pages of Marathi Translation of the Sanskrit work Kadambari.

MAHADEVA GOVIND RANADE,

Akulkote, 5th April 1867. Acting Marathi Translator, E.D.

2. REPORT OF THE GUJARATI TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1866-67.

My personal work was as follows :—

Compiled a History of England in Gujarati, to the end of the reign of Henry VIII.

Examined and reported on the following Gujarati works :—

1. Translation of the first twenty chapters of Johnson's Rasselás, by Mr. Shapurji Edulji.

2. A Vocabulary, English and Gujarati, of words collected from Howard's Third English Book, Part II., by Mr. Pestonshá Hormusjee.

3. A Sketch of Lord Clive's Life, from Macaulay's Essays, by Messrs. Girdhurlál Ruttonlal & Co.

4. Translation of the Outlines of Roman History, by Mr. Gunputlal Veneelál.

5. An Essay on Adversity, by Mr. Mansookhram Soorajram.

6. Translation of Hitopadesha, Part I., by Mr. Ranchodebhai Ooderam.

7. Translation of Johnson's Rasselas, by Mr. Girdhurlál Dayaldas, B.A.

I also revised and prepared for the press the following two works :—

1. A Translation of Lamb's Tales from Shakespeare, by Messrs. Ranchodebhai Ooderam, Chotalal Savekram, and Manibhai Jusbhai.

2. Vene Sanhár (a Drama), Translated by my Carkoon, Shastree Sookheshwar Bapujee.

Work done by the Exhibitioner, Mr. Chotalal Savekram :—

Translated Major Candy's Manual of Geography, vols I. and II.

Read and revised a portion of vol I. with the Translator, comparing it with the original.

Revised a portion of Mr. Gunputlal Kenecelal's translation of the Outlines of the History of Rome.

Prepared Corrigenda and Addenda to the Catalogue of Native Publications, received from the Director of Public Instruction, adding nearly 500 works to the latter.

Work done by my Carkoon, Shastree Sookeshwur Bapujee :—

Translated from Marathi and Sanskrit the last 70 pages of Vene Sanhar Natak, being the remaining part left undone last year.

Made fair copies of the following manuscripts :—

Vene Sanhar Natak, the whole.

Seventy pages of the History of England.

Two hundred pages of Candy's Geography, vol. I.

He also examined proof sheets of the Books mentioned below. In this task he was occasionally assisted by the Exhibitioner :—

The remaining portion of the Gujarati Sixth Book.

Hope's Geography, Part I.

Native Accounts, Part II.

Life of Columbus, 48 pages.

I have the honour to be,

Sir,

Your most obedient Servant,

MAHIPUTRAM RUPRAM LILKHANT,

Gujarati Translator, Educational Department.

1*st April* 1867.

3. REPORT OF THE DAKSHINA PRIZE COMMITTEE FOR 1866-67.

Poona, Office of Secretary to the Dakshina Prize Committee, 29th April 1867.

1. At the end of April 1866, only eight gentlemen constituted the Committee, viz :—

President.

Major T. Candy.

Members.

Professor Keru Luxumon Chatre.
The late Rev. P. Cassidy.
Lieut. A. Jacob.
Rao Bahadoor Bháskár Damodar.
G. Bühler, Ph.D.
Mr. Morobá Canobá.
Mr. Krishna Shastri Chiplonkár.

On Major Candy proceeding to Europe on leave of absence in April 1866, Dr. G. Bühler, Professor of Oriental languages, Elphinstone College, was appointed to act as President to the Committee during his absence.

2. The following gentlemen have, during the year under report, been added to the list of members :—

F. Kielhorn, Ph.D.
Mahadeo G. Ránade, M.A., LL.B.
Bal. M. Wagle, M.A., LL.B.
Govind R. Bhagwat, M.A.
Mr. Vishnu Parsurám Pandit.
W. A. Russell, M.A.
M. Vinayekrow Vasoodeo.
Dr. Bhau Dáji.

3. For the last two years there had been no meetings of the Committee, owing to the removal of the President and some of the members from the head quarters of the Committee. At a meeting therefore, held for the purpose, at the request of the acting Pre-

sident, on 20th August 1866, at Poona, it was resolved that the Committee should assemble twice a year, once in the month of July at Poona, and once in January at Bombay, for the purpose of deciding upon the merits of works submitted to the Committee during the previous six months, and for transacting other business. At the same meeting of 20th August 1866 the following resolution was adopted :—

"That the Committee should limit the sphere of their patronage from all sorts of works to those of a purely literary kind."

The adoption of this resolution was necessitated by the altered circumstances in which Marathi literature stands at the present moment. When, about 16 years ago, the Dákshina Prize Committee first began its operations, for the purpose of encouraging Marathi literature, books on almost any subject were though' worthy of their patronage. Among some very irrelevant publications that the Committee were obliged, for want of better objects, to patronize, may be mentioned "Select Decisions of the Sadar Diváni Adálát," and "a Brief Survey of Universal History," with similar text-books of the school boy. There were two principal causes that induced the Committee then to widen the sphere of their patronage to such an extent: *first*, there were none or few persons able or at least willing to write on any subject, much less on purely literary ones; and *2ndly*, there was no other source than the Dakshina Prize Committee from whence the writer of a book could seek patronage. But during the last few years Marathi literature has made considerable progress, and another source of patronage for authors, compilers, and editors of works, has been opened to the public by Government in the funds placed for the purpose at the disposal of the Educational Department. The Committee has, therefore, resolved to patronize, henceforth, works on purely literary subjects, excluding all School books, works on mathematics, and such as are not intended for the instruction or amusement of the *general reader*. And in order the more effectually to carry out the above Resolution, it has been thought necessary, as far as practicable, to induce educated young men and other persons of literary acquirements to write and receive prizes from the Committee. It was resolved accordingly at the same meeting that by way of trial two prizes for

competition should be advertized for the year 1867-68; and the following notification has been published in the newspapers for the information of the public:—

"No. 53 of 1866.

NOTICE.

The following prizes are offered for Public Competition by the Dakshina Prize Committee:—

I. A prize of Rs. 400 will be given to the best original Marathi poem on Shivaji, the Founder of the Marathi Empire. Competitive poems should consist of not less than 500 stanzas (*i. e.* 2,000 lines), in any metre except the Ovi, the Abhang, and Anushtubh. Competitive poems should be sent in to the Secretary of the Dakshina Prize Committee on or before the first of September 1867.

II. Another Prize of Rs. 400 will be awarded to the best novel in Marathi, representing the '*conflicting agencies now operating on a young Hindu's mind.*' Competitive novels should contain matter sufficient to fill up, when printed, at least 200 pages 8vo. They should be sent in to the Secretary of the Dakshina Prize Committee on or before the 1st of March 1868.

Competitive poems and novels should be accompanied with a sealed envelope, superscribed with a motto, and containing the name of the author.

The authors of the successful poem and the novel will retain the copyright of their productions.

By order of the Acting President,

SHANKAR P. PANDIT,
Secretary to the D.P.C.

Poona, 11th September 1866."

4. The following eight works were during the year received by the Committee for patronage:—

1. *Dhárváda-jilhyáchen Varnana*, or Description of the Zilla of Dharwar; a Geographical, Political, and Revenue Directory of the District of Dharwar, by Lakshuman Balwant Soman.

2. *Viprasántvana*, or Consolation of a Brahmin, a small Poem, with a Philosophical Moral, by Madheo M. Kunte, B.A.

3. *Vararuchi's Prákrit Prakásha*, or a Grammar of the ancient Prakrit Dialects of India, translated, from the original Sanskrit, by Mr. Narayen Shastri Sathe.

4. *Mahavirácharitra*, one of the masterpieces of the great Indian Dramatist, Bhavabhuti; translated from the original Sanskrit into Marathi verse, by Mr. Krishna Shastri Rajváde.

5. *Viddhashál Abhanjiká*, or the Statue, a Drama of considerable merit translated from the original Sanskrit of Rája Shekhara into Marathi verse, by Mr. Ganesh Shastri Lele.

6. *Daivasena*, a small Marathi Poem, being an imitation of Sir Walter Scott's Lady of the Lake, by Mr. Bajaba Ramchandra Pradhan.

7. *Chandrakanta*, a short romantic Tale, by Mr. Balkrishna Ramchandra Dande.

8. *Rasatarangini*, a Treatise on the *Alankara Shastra*, or Rhetoric, a translation of the original of Bhanu Datta, prepared under the supervision of Haridas Hiráchand.

Of these, four were original works and the other four translations from Sanscrit. Two of the eight works were poems, two were dramas, containing both prose and poetry, two on scientific subjects, one was a tale of fiction, and one on miscellaneous subjects.

5. Out of the eight works, one, *i.e.* the first, has unfortunately been lost while in circulation among the members of the Committee. And here I beg to state that the loss was clearly owing to the negligence of the Post. For in spite of the most satisfactory evidence put before the authorities of that Department no trace could be found of the book. The author has, however, been recommended to submit to the Committee a revised version of his work. Four of the remaining seven, viz., Nos. 3, 6, 7, and 8 are not yet decided upon. The three remaining works, together with two from those received last year, form the following set of office books selected for reward during the year under report. The first three prizes were adjudged at a general meeting of the Committee held in Bombay on 16th March 1867 :—

1. *Vipra Sántvana.* This was one of the first attempts at original verse compositions submitted to the Committee for their patronage. Prize Rupees 100.

2. *Mahaviracharitra*, the original, though not as good a drama as the other two pieces of its author, *Uttararamcharitra* and *Malatimadhava*, is nearly so. Its length and the difficulties of giving a metrical translation of it are considerable. The translation, however, is fairly executed by its author, Mr. Krishna Shastri Rajváde. Prize Rupees 400.

3. *Viddhashálabhanjiká.* This is a very interesting short comedy, based upon a love story similar to that of Kalidas's Malavikagnimitra. The translation of it is very succesfully done by Mr. Ganesh Shastri Lele. It is highly creditable to him. This is the best of the whole lot selected for prizes during the year under report. Prize Rupees 300.

(*Received in* 1865-66).

4. *English Pratap*, or glory of the English, by Mr. Naro Sadashive Risbuda. This is a Sketch of the History of England narrated in easy Marathi verse. Prize Rs. 100.

5. *Laghu-nibandhamála*, by Mr. Venayek Konddeo, School Master Anglo-Vernacular-School, Navesen. This is a series of essays on Biographical, Historical, and Moral subjects, some of them being translations from Macaulay's Essays. Prize Rs. 80.

6. The Dakshina Prize Committee began at first by buying from authors and translators the copyrights of their works. Of these works, such as the Committee thought worthy of publication were carefully gone through by the Reviser to the Committee, and after the necessary alterations and improvements had been made by him, were printed and published under his supervision, the cost of their publication being defrayed from funds that were then for the purpose placed at the disposal of the Committee. This course was necessitated by the desirability of making use of such authors among others, as, though possessed of considerable abilities for translating from Sanskrit and writing original compositions in Marathi, were either too poor to undertake the printing of other books at their own risk, or too unacquainted with the manner of getting up in a respectable and scholar-like way, a book

for the press. In addition to this, there was another motive that induced the Committee to take upon itself the revising and printing of the rewarded books, namely, to give a definite form to the Marathi language by practically carrying out its own views on Marathi grammar and style. The practice of thus buying the the copyrights of books from their authors and printing them after material alterations by the Reviser, has to a certain extent been followed even up to the present day. The printing and publishing of books, however, no longer rests as a function with the Committee, that being now transferred to the Educational Department. The Committee as constituted at present, has only to decide on the merits of works submitted to it for patronage, and reward the authors of such of them as it thinks worthy of its patronage. From among the books thus selected for reward those that, in the opinion of the Committee, are worthy of publication, being not yet printed by their authors or not likely to be printed by them, are recommended to the Director of Public Instruction, by whom they are ordered to be printed if he thinks it proper to do so. Accordingly the cost of publishing the books patronized by the Committee is defrayed from the encouragement Fund at the disposal of the Educational Department. The revision, however, is still performed by the Reviser to the Committee, and the printing of the books also is, with a view to secure correctness, superintended by the same officer. The revising and carrying through the Press of some of these books is a work of considerable time and labour.

In accordance with the present practice, the following has been revised for the press, during the year under report, by the Reviser to the Committee :—

* *Kalidasa's Malavikagnimitra*, a Drama, translated from the original Sanskrit into Marathi verse, by Mr. Gunesh Shastry Lele.

And the following being recommended to the Director of Public Instruction by the Committee as deserving publication, are being printed by his order for the Book Department under the supervision of the Reviser, who corrects their proof sheets :—

1. *Mudrarakshasa*, a Drama, translated from the original Sanskrit into Marathi verse, by Mr. Krishna Shastri Rajvade.

This is the drama that embodies the historical tale of the celebrated Indian King Chandragupta, the Sandracottos of the Greeks.

2 *Malavikagnimitra*, translated as mentioned above, by Mr. Ganesh Shastri Lele.

8. The following works rewarded by the Committee, have been carried through the Press, during the year, by the Reviser, and published by the Educational Department :—

1. *Nagnanda*, a Drama, translated from the original Sanskrit of King Shribharsha into Marathi verse, by Mr. Pursurampant Godbole. This work is printed with the Sanskrit original on one side, and the translation on the other, as is also the following :—

2. *Janakiparinaya*, or the Marriage of Sita ; a Drama, translated from the original Sanskrit of Rama Dikshita into Marathi verse, by Mr. Ganesh Shastri Lele.

It may here be observed that this is the best Marathi translation of a Sanskrit drama hitherto published either by the Committee or by any private individual. Its prose and verse are no less remarkable for their elegance than for accuracy as a translation. The first edition of this translation was printed in 1865-66 without the accompaniments of the Sanskrit original.

9. In conclusion, I beg permission to observe, that the Committee may with reason congratulate itself upon the fact, that during the year under report a greater number of works was received for patronage, than in any of the preceding five years, and that the majority of them were productions of considerable merit, so as to require the expenditure of the whole amount of Rupees 1,000 placed annually as prize-money at the disposal of the Committee.

SHANKAR P. PANDIT,
Secretary and Reviser, Dakshina Prize Committee.

APPENDIX D.

GOVERNMENT RESOLUTIONS, NOTIFICATIONS, &c.

1.

GOVERNMENT ENDORSEMENT No. 301,

Dated 14th May 1866.

No. 1705 OF 1866.

REVENUE DEPARTMENT.

Bombay Castle, 9th May 1866.

Letter from the Acting Revenue Commissioner S. D., No. 4429, dated 22nd December 1865, stating in reply to a Memorandum from the Chief Secretary dated 12th December 1865, written from His Excellency the Governor's Camp at Kelhroor in the Kulladghee Districts, that the information in detail therein required not being obtainable from the Records of the Revenue Commissioner's Office, the Collector of Dharwar has been requested to furnish it direct, in order to prevent delay, and offering certain observations on the subject.

Memorandum from the Collector of Dharwar No. 478, dated 25th April 1866, submitting a Statement, showing the number of villages in the Dharwar Collectorate into which the Nurgoond Anachutra Allowance and other Local Funds are realized, and the object on, and localities in, which they have been expended.

RESOLUTION.—His Excellency the Governor in Council is of opinion that all taxes of a local character, whether for Educational or other objects should be expended in the localities in which they are levied, and that villages and Districts which do not contribute should not derive any benefit from such expenditure. This principle should be strictly adhered to by the Collector.

(Signed) F. S. CHAPMAN,
Chief Secretary to Government.

No. 301 OF 1866.

EDUCATIONAL DEPARTMENT.

Copy forwarded to the Director of Public Instruction for information.

(Signed) C. GONNÈ,
Secretary to Government.

Bombay Castle, 14th May 1866.

2.

GOVERNMENT RESOLUTION No. 3259A,

Dated 12th September 1866.

No. 3259A.

Extract from the Proceedings of the Government of Bombay, in the Revenue Department, dated 12th September 1866.

Read the following papers:—

Resolution of Government in the Revenue Department on the question of the admission of Candidates into the lower grades of the Public Service.

So far back as 1856-57 Government instituted inquiries as to the imperfections of the present system of examination for the admission of persons into the lower grades of the Public Service.

2. It is now the practice for a mixed committee composed of Members of the Revenue, Judicial, and Educational Departments, to assemble once a year, or every two years, and examine candidates in general knowledge as well as in special departmental subjects. The examination lasts for several days, and takes up a great deal of valuable time of highly paid officers, and is after all most unsatisfactory in its results. It has long been felt that with the spread of education Government has a right to expect a better educated class of men to fill vacancies in the Public Service and it is certainly time to take steps to secure this object.

3. Consequent on the inquiries set on foot by Government in 1857 and in the following years, the Director of Public Instruction

(Mr. Howard) submitted in 1859 an elaborate scheme for the examination and admission of candidates for the Public Service. No action was taken on this Report, because the scheme embraced too much. Mr. Howard endeavoured not only to provide for the admission of candidates into the Service, but to regulate their future promotion also. It is very doubtful how far the Service would derive benefit from carrying the examination system so far, and it is certain, that even if the general principle were admitted, yet it would be premature in the present state of education throughout the country. In the opinion of His Excellency the Governor in Council it would be decidedly objectionable to adopt such a programme under any circumstances.

4. But the main feature of the scheme was admission to the Public Service on a certificate furnished by the Educational Department, without demanding from the candidate knowledge of any special departmental subjects.

5. The Governor in Council considers that this principle is sound, and it should now be recognized as the basis of an improved system. If at the same time, provision be made for an examination subsequent to employment in all those special branches of knowledge which it behoves a Government employé to be familiar with, there can be no grounds for fearing that the Public Service will suffer by the change as respects departmental knowledge, while it may be assumed that the tone of the Service will be greatly improved by the admission of a better educated class.

6. His Excellency the Governor in Council proposes, after consulting the Honorable the Judges of Her Majesty's High Court of Judicature with respect to the Judicial Branch of the Service, to issue the accompanying draft Notification, abolishing the present system of holding examinations before the Collector for admission into the Public Service, and adopting a new system for all Departments.

7. The Director of Public Instruction should be requested to draw up a programme of the subjects in which a candidate should be proficient according to each of the two standards. The programme, on being approved of by Government, will be published as an appendix to the Notification.

8. Care must be taken to prevent the Standard of qualification being pitched too high. It is of course necessary, that it should be uniform in the same District; but as the progress of education has been very different in different districts, it will not be possible to carry uniformity throughout the Presidency. The success of the system may be greatly endangered by attempting to attain either too high or too uniform a Standard.

9. The two Revenue Commissioners, the Secretaries to Government in the Revenue, Judicial, and Political Departments, and the Judge of Poona, should form a Committee to draw up rules for the subsequent special examination. Here, too, there must necessarily be some variation in the Standard, but not according to local differences so much as according to the character of the appointment. Thus—if the proficiency of a Tulatee in his own special duties be fair, he should not be ejected because he fails to pass up to the Standard required for a Karkoon employed on general duty, though of course he might be permitted to try for a certificate of proficiency up to the higher Standard.

10. Persons who fail at the first examination in special subjects held after the expiration of one year subsequent to appointment, should be removed from office, but may be permitted to appear at the examination next following; and if found qualified may be re-appointed, on the occurrence of a suitable vacancy, at the discretion of the officer with whom the nomination rests.

11. The new system should be extended to Sind, the Commissioner being requested to make such modifications in the examination for admission and in rules for special tests as the circumstances of Sind may appear to him require.

Draft Notification referred to in paragraph 6 of the above Resolution.

The following Rules for regulating the admission of candidates into the lower grades of the Public Service, are published in supersession of those issued in the *Government Gazette* on the 28th May 1852, and subsequently. These Rules apply to all appointments in the Revenue, Judicial, Political, and other branches of the Service above those of a menial character, and the salary of which is Rupees 50 and under. The rules do not apply to the Executive Police,

or to persons nominated from the Executive Police to other offices in the same Department. Special Rules already exist for admission to and promotion in, the higher grades.

1. Hereafter no one will be eligible for employment except—

1*st*. Matriculated Students of the University, who are admissible without further examination or certificate.

2*nd*. The holders of certificates of qualification from the Educational Department.

3*rd*. The holders of certificates issued by a committee held in past years under the old rules.

2. The Certificates of qualification to be given by the Educational Department will be of two classes. A First Class will certify that the candidate is qualified according to the Standard specified in Appendix A, and will be a passport for admission into either English or Vernacular Offices. A Second Class certificate will qualify a candidate for admission into a Vernacular office only, and will certify that he is qualified according to the Standard specified in Appendix B.

First Class certificates will be signed, in the 1st instance, by the Head Masters of High Schools, and Second Class by the Head Masters of any Anglo-Vernacular or Vernacular School under the direct control of the Director of Public Instruction. But no certificates will be issued until countersigned by the Deputy Educational Inspector of the District, who will confirm a certificate only after having personally examined the candidate at the ordinary examination of the School, and found him qualified to the extent prescribed.

3. Candidates from Schools not under Government control must provide themselves with certificates of proficiency up to the required Standard from the Head Master of their Schools, and must present themselves for examination before the Government Inspector of Schools, who will hold an examination annually at the head quarters of every District, and on application from candidates, occasionally at any other convenient place.

4. The Inspector of Schools will furnish the Collectors and heads of offices with periodical lists of the Candidates for public employ who have passed according to the above Standards, and from these lists the nominating officer will make his selection. It

will be the object of the Educational Department to pass a larger number of candidates than the probable number of vacancies, for otherwise there will be no field for selection, and the certificate of qualification will come to be looked on as constituting a right to employment.

5. Every one admitted into the Public Service in the manner above prescribed will enter subject to the condition of passing an examination in the special subjects of which a knowledge is required in the Department.

6. The Rules for regulating Departmental Examinations will be sanctioned by Government from time to time as may be deemed expedient.

7. No one is admissible into the service under the age of 18, and no one except a Matriculated Student of the University will be eligible for promotion to a place of more than Rupees 30 in the English or Rupees 20 in the Vernacular Department until the expiration of three years' service, unless the place to which he is nominated be the lowest paid in the office.

Order by the Chief Secretary to Government, No. 2224, dated 16th June 1866.

Ordered that a copy of the above be transferred to the Judicial Department in order that a letter may be addressed to the Honorable the Judges of Her Majesty's High Court of Judicature, with an intimation that, unless the Judges see any serious objection, Government purpose to extend the provisions of the Notification to the Officers in District and Subordinate Courts.

Letter from W. H. Newnham, Esq., Acting Registrar High Court, to C. Gonne, Esq., Secretary to Government in the Judicial Department, Bombay, No. 951, dated 27th June 1866.

I have the honour to acknowledge the receipt of Mr. Under Secretary King's letter No. 2005, dated the 22nd instant, forwarding copy of a Resolution of Government in the Revenue Department, together with a draft Notification containing rules for regulating the admission of candidates into the lower grades of the Public Service, and stating that unless the Honorable the Judges see any

serious objections, Government propose to extend the provisions of the Notification to the officers in District and Subordinate Courts.

2. In reply I am directed to state for the information of His Excellency the Governor in Council, that the Honorable the Chief Justice and Judges of Her Majesty's High Court of Judicature see no objection to the course proposed.

Resolution of Government in the Revenue Department, No. 2480, *dated 9th July* 1866.

RESOLUTION.—A copy of this letter, and of the Resolution and Notification therein referred to, should be transferred to the Educational Department, in order that the programme required by paragraph 7 of the Resolution may be obtained from the Director of Public Instruction, and furnished to the Revenue Department.

Letter from Sir A. Grant, Director of Public Instruction, to C. Gonne, Esq., Secretary to Government in the Educational Department, No. 876, *dated* 31*st July* 1866.

In compliance with your letter No. 448, dated 23rd instant, I have the honour to submit the annexed programme of Standards of examination for first and second class certificates, to form Appendixes A and B to the revised Rules for admission of candidates into the lower grades of the Public Service.

2. It will be observed that the Standards proposed for the Central and Northern Divisions are none other than the 3rd Standard for Anglo-Vernacular Schools and the 3rd Standard for Vernacular Schools respectively, under the New Rules for Grants-in-Aid, copy of which is appended for ready reference. For the Southern Division, as being more backward, the Second Standard for Anglo-Vernacular Schools is recommended.

3. It will be a great convenience to this Department, and will cause great simplicity and regularity in carrying out the views of Government, if Standards from the Grants-in-Aid scheme can be adopted. Every school in the Presidency with which we have any connection, Governmental as well as private, is now annually examined under this scheme, and it will be a very simple arrangement that Inspectors and Deputy Inspectors should give boys who pass

Standard III. for Anglo-Vernacular or Vernacular Schools certificates of the First or Second Class respectively. The Inspecting Officers, by having constant practice in the application of these Standards in relation to standards above or below them will gain great precision in deciding whether a boy is fit to pass or not.

4. By reference to the programme of subjects in Government Order of February 21st 1855, it will be seen that a much smaller list of acquirements is now recommended. But I think that the proposed standards, if rigorously exacted, will be a sufficient test of educational fitness for admission into the Public Services.

5. In submitting the required programme, I beg at the same time humbly to suggest a few minor alterations in the Educational details contained in paragraphs 2, 3, and 4 of the Rules laid down by Government. They are as follows. (Para. 2). After the words "specified in Appendix B," the following to be substituted for the Rule as read at present:—

"Certificates will be awarded in Government Schools at the time of the Annual inspection. First Class Certificates must be signed by Educational Inspectors, Second Class Certificates by Deputy or Assistant Deputy Inspectors. Each First Class certificate must bear the holder's signature in English characters, and each Second Class certificate must bear the holder's signature in vernacular characters."

NOTE.—The latter part of this Rule is suggested in accordance with the practice of the University, to prevent the fraudulent transfer of Certificates to persons who have not actually passed an examination.

(Para 3). The rule to stand as follows:—

"Candidates from Schools not under Government inspection must, on or before the 1st October in each year, make application to the Educational Inspector of the Division, or to the nearest Deputy Educational Inspector, according as they wish, for First Class or Second Class certificates. Arrangements will then be made for their examination."

(Para. 4). The 1st part to stand as follows:—

"The Director of Public Instruction will publish quarterly in the *Government Gazette* a list of the candidates passed under the respective standards."

I would humbly suggest the omission of the concluding sentence in the paragraph, as the number of the candidates passed must depend entirely on the standards of examination in relation to the progress of Schools. If it is found that too small a number of candidates is passed under the standard prescribed, Government will doubtless order the standards to be reduced.

APPENDIX A.

[*Referred to in the above letter from Sir A. Grant.*]

Standards for First Class Certificates for admission to the lower grades of the Public Service.

For the Central and Northern Divisions.

Arithmetic—To simple Proportion and Interest inclusive.

English.—

(*a*). Reading 4th Book with *viva voce* explanation, in English or Vernacular.

(*b*). Parsing easy sentences.

(*c*). Writing fair small hand.

Vernacular.—

(*a*). Reading Senior School Books with explanation.

(*b*). Writing easy sentences to dictation.

(*c*). Easy Parsing.

(*d*.) Written Translation into English from any ordinary School Book.

For the Southern Division.

Arithmetic.—Reduction and four Compound Rules.

English.—

(*a*). Reading and explaining Third Book.

(*b*). Writing half text.

(*c*). Grammar—Parts of Speech.

(*d*). Written Translation into English of easy sentences.

Vernacular.—

(*a*). Reading Fourth Book, with explanation.

(*b*). Writing.

(*c*). Grammar—Declensions and Conjugations.

No candidate can obtain a certificate who does not obtain 33⅓ per cent. of the marks for each of the Sub-Divisions of the standards under which he is examined.

APPENDIX B.

(Referred to in the above letter from Sir A. Grant.)

Standard for Second Class Certificate for admission to the lower grades of the Public Service.

Vernacular.—

1st Head.—Arithmetic up to Rule of Three.

2nd Head.—Writing to Dictation from a Senior School Book.

3rd Head.—Reading and explanation of Fourth Book.

No candidate can obtain a certificate who does not obtain 33⅓ per cent. of the marks of each of the subdivisions of the standard under which he is examined.

3.

GOVERNMENT ENDORSEMENT, No. 549,

Dated 29th September 1866.

No. 4568.

Forwarded to the Government of Bombay in continuation of Resolution No. 2933, dated 26th March 1866.

Extract paragraphs 6 and 7 of letter No. 4567, dated the 14th September 1866, *from the Under Secretary to the Government of India, Home Department, to the Secretary to the Government of the Punjab.*

6. But if the existing practice be continued of giving in lump an equivalent of sums collected from private subscriptions towards building and foundation funds for schools established under the provisions of Lord Canning's Minute of October 1860, it will be desirable, I am to observe, that yearly statements should be required from the managers of such institutions, showing the balances of the Building and Foundation Funds respectively, as well as the income and expenditure of the funds for the year.

7. And it will be, of course, most essential to see that all expenditure on account of the school building properly debitable to the Building Fund, as well as all expenditure from the Foundation

Fund, is carefully distinguished in the statement of yearly expenditure, so that it may be deducted in determining the amount of yearly current aid to which the school may be entitled under the ordinary Grant-in-Aid Rules.

By order, &c. &c.,

(Signed) A. M. MONTEATH,
Under Secretary to the Government of India.

Simla, Home Department, 14th September 1866.

No. 549 OF 1866.

EDUCATIONAL DEPARTMENT.

Copy of the above extract is forwarded to the Director of Public Instruction for information.

By order of the Honorable the Governor in Council,

(Signed) C. GONNE,
Secretary to Government.

Bombay Castle, 29th September 1866.

4.

GOVERNMENT RESOLUTION, No. 618,

Dated 9th November 1866.

No. 618 OF 1866.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 9th November 1866.

The Under Secretary to the Government of India, No. 5558, dated the 13th October 1866.

Forwards for the information of His Excellency the Governor in Council, copy of correspondence relative to the Government claim to pre-emption, under certain circumstances, of School

buildings for the erection, purchase, or enlargement of which aid is given by Government under the Grant-in-Aid Rules, and suggests that the course recommended by the Advocate General, Calcutta, for placing the Government claim on a satisfactory footing, be adopted in Bombay.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction for guidance.

Copy should also be furnished to the Registrar General for information.

(Signed) C. GONNE,
Secretary to Government.

To

The Director of Public Instruction.

The Registrar General, Bombay.

(With copies to each of the above letter and enclosure).

No. 5558.

From A. M. MONTEATH, Esq.,
Under Secretary to the Government of India,

To The SECRETARY to the GOVERNMENT of BOMBAY.

Home Department.
Education.

Simla, 13th October 1866.

SIR,—I am directed to forward for the information of His Excellency the Governor in Council a copy of the correspondence noted in the margin, relative to the Government claim to pre-emption, under certain circumstances, of school buildings for the erection, purchase, or enlargement of which aid is given by Government under the Grant-in-Aid Rules, and to suggest that the course recommended by the Advocate General for placing the Government claim on a satisfactory footing be adopted in Bombay.

To the Advocate General, No. 4260, dated 4th September.
From the Advocate General, dated 20th September.

I have the honour, &c.,

(Signed) A. M. MONTEATH,
Under Secretary to the Government of India.

29th October 1866.

6 *pi*

No. 4260.

From A. M. MONTEATH, Esq.,
Under Secretary to the Government of India, Home Department.

To The ADVOCATE GENERAL, Calcutta.

Dated Simla, 4th September 1866.

It is usual in some parts of the country to give grants of money from the State towards the erection, purchase, or enlargement of buildings for schools under private management. The conditions under which such grants are made in any particular Province are embodied in a published code of "Grant-in-Aid Rules," applicable to such Province.

One of the conditions is as follows, viz :—

"That, in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being subsequently diverted to other than Educational purposes, the Government shall have the option of purchasing the building at a valuation, to be determined by arbitrators—credit being given for so much of the grant as may bear the same proportion to the whole, which the estimated value of the building bears to the total original cost."

2. I am directed to request that you will favour the Governor General in Council with your opinion whether the Government of India could legally enforce the right of pre-emption as stipulated for in the clause above-quoted, in the event of its being disputed; and if there be doubt in the matter, that you will state what you would recommend to be done in view to placing the Government claim on a satisfactory footing.

From T. H. COWIE, Esq., Advocate General,

To the UNDER SECRETARY to the GOVERNMENT of INDIA,
Home Department, Simla.

Dated Calcutta, 20th September, 1866.

I have the honour to acknowledge receipt of your letter No. 4260, of the 4th instant, relating to the conditions under which Grants-in-Aid are made to schools, and the sufficiency of such conditions to protect the interest of Government.

2nd. The Code of Rules have not the force of law, and can only operate as being the terms of the particular contract with the grantee who accepts a grant with notice. Under the circumstances I think the publication of the code would be notice; and it may be, (though as to this I am not informed) that applicants are obliged to state that they will accept the grant, subject to the conditions of the code, or that the Government letter assenting to the grant contains an express reference to the code.

3. Inasmuch as the right of pre-emption is a "contingent right or interest to or in land," within the meaning of the Registration Act, it is necessary to consider the effect of that Act with reference to the present question. Unless there is some writing on the part of the grantee to the effect that he accepts the grant on the terms laid down in the code, the right of pre-emption would rest merely on an "oral agreement or declaration," which would be ineffectual as against any registered mortgagee or purchaser, or even as against the devisee under a registered will from the grantee. If, on the other hand, we suppose an instrument signed by the grantee, that would be an instrument creating a right or interest in immoveable property, and if unregistered would be inadmissible in evidence, and would not affect the property in respect of which the grant was made.

4. I am of opinion that, in all cases before or at the time the money granted is paid over, the grantee and the officer of Government making the grant should sign a written agreement to the effect that the grant is made and accepted subject to the condition as to pre-emption, and all the other conditions contained in the code; the grantee undertaking to sell, and the Government officer to buy, for Government on those conditions. This agreement should be registered, but will not require a stamp, and it will, I think, be effectual to preserve the Government claim as against the grantee or any person claiming under him.

(True Copies)

(Signed) C. GONNE,
Secretary to Government.

5.

GOVERNMENT RESOLUTION, No. 84.

Dated 26th February 1867.

No. 84 OF 1867.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 26th February 1867.

The Director of Public Instruction's No. 1811, dated the 12th December 1866.

Forwards for the information of Government, copy of his letter to the Political Agent, Kolapoor and Southern Maratha Country No. 1810, dated the 12th instant, containing his remarks on the state of education in the Kolapoor and neighbouring States.

The Political Agent, Kolapoor and Southern Maratha Country, No. 6, dated the 11th January 1867.

With reference to Government letter No. 717, dated the 28th ultimo, submits a copy of his reply to the letter of the Director of Public Instruction to his address, No. 1810, dated the 12th idem, relative to the state of Education in the Kolapoor and neighbouring States.

The Director of Public Instruction's No. 2122, dated the 21st January 1867.

Forwards copy of a letter No. 47, dated the 11th instant, from the Political Agent, Kolapoor, relative to the state of education in the Kolapoor and neighbouring States, and solicits the attention of Government to its 6th, 10th, and 19th paragraphs. Requests, with reference to paragraph 6 of the above letter, that Government will at once sanction his making the necessary arrangements for establishing a Second Grade High School at Kolapoor, especially by the nomination of a Head Master on a salary of Rs. 350 per mensem.

With reference to paragraph 10 of the same letter, requests permission to nominate a Deputy Educational Inspector for the Kolapoor Districts on a salary of Rs. 150 per mensem, and

with reference to paragraph 19 suggests the necessity for bringing the appointments proposed under the terms of Government Resolution No. 2738, dated the 17th September 1866.

RESOLUTION.—The Director of Public Instruction has had under his personal observation the Educational Institutions established in Kolapoor and its dependencies; and records the impressions he has received, viz. 1st, one of pleasure at finding the beginnings of public instruction, and 2nd, one of regret at finding power generally speaking wasted through want of organization, system, and effectual inspection.

2. Taking into consideration the present state of Education, and the requirements of the country, Sir A. Grant makes three practical proposals :—

1st. The establishment of a Second Grade High School, at Kolapoor, with a Head Master, a graduate of the University, on a salary of Rupees 350 per mensem.

2nd. The appointment of an English-speaking Deputy Educational Inspector for the Kolapoor Districts on a salary of Rupees 150 per mensem.

3rd. To bring these appointments under the terms of Government Resolution No. 2738, of 17th September last, regarding pensions.

In these proposals the Political Agent, Colonel Anderson, fully concurs; and both officers press for an early sanction from Government, in order that the minority of the young Rajah may be utilized in consolidating education in the Kolapoor State.

3. With regard to the 1st proposition, the present state of matters is as follows: There are in Kolapoor two Schools in which English is taught, viz. the Sirdars' School, with a nominal attendance of 17 boys, and the English School, with a nominal attendance of 98 boys. Of neither of these Schools does Sir A. Grant report favourably. The Sirdars' School, he says "is evidently a mere *dilettante* affair, without system, or discipline, or the appliances of instruction." Of the English School he says, "The system adopted is ambitious and wanting in thoroughness." It is now proposed to abolish these two Schools, and establish a High School in their place.

4. The annual cost of a Second Grade High School is Rupees 7,200, and it is proposed to meet this charge as follows :—

	Rupees.
Saving by abolition of Sirdars' School	336
Do. Do. English School.....	1,416
Estimated Subscription from Chiefs	3,600
Additional Expense to Kolapoor State	1,848
Total.. Rupees	7,200

The Chiefs, who have already been consulted, have promised subscriptions to the amount of Rupees 2,500, and Colonel Anderson reports that in the improved condition of the finances, Rupees 1,848 can easily be provided by the Kolapoor State.

5. With regard to the High School building, it is proposed to consult Lieutenant Mant, R.E., Executive Engineer, Surat and Broach, who has had much experience in School buildings. Accommodation will be required for 300 boys, and the Chiefs have already promised Rs. 6,000 towards the expense. Colonel Anderson estimates their total contribution at Rupees 12,000 or 15,000. But as it is very desirable that the School should be established without delay, it is proposed to provide temporary accommodation for it in one of the State buildings.

6. As there appear to be no objections to the proposed scheme, and as the establishment of a High School at Kolapoor is in accordance with the wishes of His Highness the Rajah and the Chiefs; and as great benefits may be expected to result therefrom to the Kolapoor State, the proposal contained in paragraph 2 of Sir A. Grant's letter No. 2122, of the 21st instant, should be fully approved and sanctioned.

7. The next proposal has reference to the appointment of an English-speaking Deputy Inspector on Rupees 150 a month. To this there seems to be no objection, provided the present incumbent is suitably provided for. Sanction should, therefore, be given.

8. The third proposal, which contemplates an extension of the Pension Rules so as to include certain of the Educational appointments in Kolapoor, should, it appears, be reported to the Government of India, as, if the principle be conceded, it should be applied to all Native States wishing to take the benefit of it.

9. Government Resolution No. 2738, of 17th September last, alluded to in para. 2, supra, has reference to two letters of the Government of India in the Financial Department, No. 1653, of 23rd April 1863, and No. 1944, of 16th August 1866, and by these it is laid down that service in Jagheer States under the orders of Government may count towards pension in cases in which persons in permanent Government employ at the time of the selection are chosen for such duties. These letters do not appear to contemplate any contribution from the Jagheer States towards the Pension Fund. But they do not apply in the present case, (1) because the persons to be appointed will not, it is presumed, be in permanent Government employ, and (2) because Kolapoor is not a Jagheer State.

10. Sir A. Grant proposes to extend these terms to the new appointments, and states that if this course be not adopted he will not be able to obtain the services of First Class Officers. The contribution from the Kolapoor State he proposes to become due only in the event of officers appointed to serve in the Kolapoor State becoming ultimately eligible for pension. Such a plan is open to objection, on account of the uncertainty of its operation, and because of the complicated calculations it would involve.

11. But the urgent necessity of some arrangement for pension is shown by the Director of Public Instruction; and Colonel Anderson has in paragraph 19 of his letter No. 47, of 11th instant, very forcibly described the difficulties in the way of any suitable scheme being adopted by the Chiefs themselves without external aid. The only plan, therefore, seems to be the general one indicated in paragraph 5 of Sir A. Grant's letter No. 2122, of 21st ultimo, viz. to arrange "that an annual percentage on salaries of appointments entitling for pension should be paid by Native Chiefs, on the principle of an Annuity Fund, into the Imperial Treasury, so as to leave all such pensions ultimately payable out of the Imperial Budget." This plan, which is in accordance with the views expressed by His Excellency the Governor in Council on other occasions, has the merit of great simplicity, and, unlike Government Resolution No. 2738, involves no charge on the Revenues.

12. In recommending this plan to the Government of India His Excellency in Council would suggest specially that an uniform

contribution of four per cent. on the salaries of the officers so employed be received from the Kolapoor State.

13. Various other matters of interest are referred to in this correspondence. The general approval of Government with regard to the Proceedings of the Director of Public Instruction and Political Agent should be expressed, and the further reports which are promised should be awaited.

14. The Political Agent should be requested to inform the Chiefs of Sanglee and Meeruj of the pleasure with which Government have heard of their exertions in promoting Education in their Jagheers.

(Signed) W. WEDDERBURN,
Acting Secretary to Government.

To

The Director of Public Instruction.
The Political Agent, Kolapoor and Southern Maratha Country.
The Accountant General, Bombay (with copies of the above letters and enclosures).
The Government of India (by letter).

6.

GOVERNMENT NOTIFICATION,

Dated 27th February 1867.

NOTIFICATION.

EDUCATIONAL DEPARTMENT.

The Honorable the Governor in Council, with a view to encouraging and assisting Her Majesty's European and Indo-British subjects in the Presidency of Bombay to follow higher education, in conformity with the University Standards, has been pleased to approve the following Provisional Rules, to be in force till further notice :—

A. Any boy of European or Indo-British parentage who passes with credit an examination under Standard IV. of the standards for European and Eurasian Schools in Schedule A of the Provisional Revised Rules for Grants-in-Aid (sanctioned under date 22nd February 1866), and obtains from the Educational Inspector a certificate of his having so passed, may on his joining, or if continuing

to attend, a Government High School or any other recognized School teaching up to High School standard, receive a special allowance of Rs. 30 per mensem, payable on monthly bills signed—

1st. By the Head Master of the School (who will certify to the scholar's good conduct, regularity of attendance, and diligence),

2nd. By his parent or guardian, if living with his family, or else by some clergyman or recognized school manager or teacher in whose house he be boarding;—such bills to be countersigned by the Director of Public Instruction, and presented for payment at the nearest Local Treasury. Every such special allowance may be tenable for two years from the date of certificate, with the usual conditions of good conduct and continued school-attendance. Every such special allowance will entitle the holder to free admission to a Government High School.

B. Any boy of European or Indo-British parentage who passes with credit the University Matriculation Examination, may on joining any Arts College or Institution recognized by the University, obtain a special allowance of Rupees 40 per mensem, tenable under the usual conditions for two years; monthly bills for such special allowance to be signed—

1st. By the Principal or Head of the recognized College or Institution,

2nd. By parent or guardian, or clergyman, or recognized school manager or teacher, with whom the Scholar may board;—and countersigned by the Director of Public Instruction. Every such special allowance will entitle the holder to free admission to a Government College.

C. Any boy of European or Indo-British parentage who passes with credit the First Examination in Arts in the University of Bombay, may, if continuing to attend any Arts College or Institution recognized by the University, receive a special allowance of Rs. 50 per mensem, on the same conditions as those prescribed before under Head *B*.

By order of His Excellency the Governor in Council,

(Signed) W. WEDDERBURN,
Acting Secretary to Government.

Bombay Castle, 27th February 1867.

7 pi

7.

GOVERNMENT ENDORSEMENT, No. 140.

Dated 23rd March 1867.

No. 1956 OF 1867.

Local Funds. REVENUE DEPARTMENT.

Bombay Castle, 14th March 1867.

Memorandum from the Revenue Commissioner N. D., No. 328, dated 24th January 1867, submitting for orders, with his remarks, a letter from the Director of Public Instruction, with one from the Educational Inspector N. D., and a report by the Accountant General, relative to the question, whether the order contained in paragraph 2 of Government Resolution No. 3608, of the 9th October 1866, that the Budgets for the coming year must be prepared on the estimated receipts of the year of Budget, and on those alone, without reference to balances, has reference to the Educational portion of Local Fund Budgets, or merely to the Public Works portion?

Memorandum from the Accountant General No. 6163, dated 2nd March 1867. Replying to the question whether the Revenue Commissioner is right in assuming that the Educational Fund accounts are so intimately connected with the Public Works accounts that any error affecting the assets of one must affect those of the other also.

RESOLUTION.—The Educational portion of the Local Fund Budget should be prepared according to the Rules laid down by the Accountant General, *i.e.*, the income for the ensuing year, plus estimated balances, should be budgetted against.

2. It does not follow that the whole of this amount need actually be budgetted against and expended. The Local Funds Committee should arrange for a surplus at the end of the year, viz. 1867-68, which surplus should amount to about one year's income.

By this means the Local Funds Committee will be effectually guarded against any unforeseen stoppage of income.

(Signed) J. KING,
For Chief Secretary to Government.

No. 140 OF 1867.

EDUCATIONAL DEPARTMENT.

Copy forwarded to the Director of Public Instruction for information.

By order of the Right Honorable the Governor in Council.

(Signed) W. WEDDERBURN,
Acting Secretary to Government.

Bombay Castle, 23rd March 1867.

APPENDIX E.

RETURN of New Applications for Grants-in-Aid registered in the Office of the Director of Public Instruction, for examination during the year 1867-68, *under the Provisional Revised Rules, dated* 21*st February* 1866, *published in the* "Government Gazette" *of the* 1*st March following.*

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable number of Pupils to be presented for examination under each standard.	Utmost amount of Grant payable were all presented candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
1	The Rev. B. Hafely, Manager of the St. Patrick's School, Kurrachee.	St. Patrick's School, Kurrachee, European and Eurasian, under the Catholic Chaplain.	Standard I. Boys 25. Ditto II. do. 26. Ditto III. do. 20. Ditto IV. do. 2. Ditto V. do. 5.	250 390 500 100 450	....	
				1,690	....	1,690

2	Mr. Govind Keshava Sabde, Secretary to the Marathi and Guzerathi School, Kurrachee.	Vernacular School at Kurrachee (Private).	Standard I. Boys 26. Ditto II. do. 18. Ditto III. do. 13. Ditto IV. do. 9.	26 35 39 36	....	
				137	....	137
3	The Rev. W. Maule, Chaplain of Colaba, and President of School Committee.	English School, Colaba, European and Eurasian Diocesan Board of Education.	Standard I. Boys 8. Ditto II. do. 14. Ditto III. do. 6. Ditto IV. do. 1. Ditto V. do. 1.	80 210 150 50 90	....	
				580	....	580
4	Mr. Vinayak Vittal Kolulker.	Vernacular School, Sattara (Private.)	Standard I. Boys 10. Ditto II. do. 10. Ditto III. do. 10. Ditto IV. do. 10.	10 20 30 40	....	
				100	....	100
5	The Rev. James Wallace, Missionary Irish Presbyterian Church, Surat.	Vernacular Boys' School, Surat, No. I. The Missionaries of the Irish Presbyterian Church at Surat.	Standard I. Boys 30. Ditto II. do. 35. Ditto III. do. 10.	30 70 30	15 17½ 5	
				130	37½	167½
			Carried over... Rs.	....	....	2,674½

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable number of Pupils to be presented for examination under each standard.	Utmost amount of Grant payable were all presented candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
			Brought over.. Rs.	....	....	2,674½
6	The Rev. James Wallace, Missionary Irish Presbyterian Church, Surat.	Vernacular Boys' School, Surat, No. II. The Missionaries of the Irish Presbyterian Church at Surat.	Standard I. Boys 25.	25	12½	
			Ditto II. do. 25.	50	12½	
			Ditto III. do. 9.	27	4½	
				102	29½	131½
7	Ditto do.	Ditto do. Surat, No. III.	Standard I. Boys 20.	20	10	
			Ditto II. do. 15.	30	7½	
			Ditto III. do. 9.	27	4½	
				77	22	99
8	Ditto do.	Ditto do. Surat, No. IV.	Standard I. Boys 15.	15	7½	
			Ditto II. do. 12	24	6	
			Ditto III. do. 6.	18	3	..
				57	16½	73½

9	Ditto do.	Ditto do. Surat, No. V.	Standard I. Boys	15.	15	7½	
			Ditto II. do.	5.	10	2½	
					25	10	35
10	Ditto do.	Ditto do. Surat, No. VI.	Standard I. Boys	15.	15	7½	22½
11	Ditto do.	Ditto Girls' School, Surat, No. VII.	Standard I. Girls	15.	15	....	15
12	The Rev. W. Beatty, B. A., Missionary, Gogo.	Vernacular School No. I. The Missionary of the Irish Presbyterian Church at Gogo.	Standard I. Boys	25.	25	12½	
			Ditto II. do.	15.	30	7½	
			Ditto III. do.	15.	45	7½	
					100	27½	127½
13	Ditto do.	Ditto No. II.	Standard I. Boys	18.	18	9	
			Ditto II. do.	4.	8	2	
			Ditto III. do.	10.	30	5	
					56	16	72
			Carried over.. Rs.		....	....	3,250½

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable number of Pupils to be presented for examination under each standard.	Utmost amount of Grant payable were all presented candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
			Brought over..Rs.	....	....	3,250½
14	The Rev. W. Beatty, B. A., Missionary, Gogo.	Vernacular School, No. III...	Standard I. Boys 15.	15	7½	22½
15	Mr. Hormusjee Jahangir, Proprietor.	Bombay Proprietary School, Anglo-Vernacular (Private).	Standard I. Boys 10.	60	....	
			Ditto II. do. 15.	135	....	
			Ditto III. do. 24.	288	....	
			Ditto IV. do. 24.	504	....	
			Ditto V. do. 8.	240	....	
			Ditto VI. do. 7.	700	....	
				1,927	....	1,927
			Total..Rs.	....	....	5,200

APPENDIX F.

LETTERS, CIRCULARS, &c., FROM DIRECTOR OF PUBLIC INSTRUCTION, DURING 1866-67.

1.

No. 1375 of 1866-67.

MEMORANDUM.

In order to give the greatest possible explicitness to the Provisional Revised Rules for Grants-in-Aid at present in force, the following Notes on Schedules A and B* are published for the information and guidance of School Managers and of Inspecting Officers.

A. GRANT,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th September 1866.

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* SCHEDULE A.

STANDARDS OF EXAMINATION.

For European and Eurasian Schools.

I. STANDARD.
1st Head.—Multiplication Tables and Simple Addition.
2nd Head.—Reading easy Child's Book and Writing Words of one Syllable.

II. STANDARD.
1st Head.—Arithmetic. First four Rules.
2nd Head.—Reading easy Narrative.
3rd Head.—Writing Large-hand.

III. STANDARD.
1st Head.—Arithmetic to Rule of Three inclusive.
2nd Head.—Writing fair Small-hand.
3rd Head.—(*a*) Repetition of 100 lines of easy Poetry.
(*b*) Reading, as of a Newspaper.
4th Head.—Writing to Dictation from the same.

A. NOTES ON STANDARDS OF EXAMINATION IN SCHEDULE A OF THE GRANT-IN-AID REVISED RULES.

European Schools.

1st Standard.

1st Head.—Simple addition to be done on slates.

2nd Head.—Writing words of one syllable. This is to be merely a test of penmanship, as shown in the formation of letters. Copy

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IV. Standard.

1st Head.—Mathematics.

(*a*) Arithmetic to Vulgar and Decimal Fractions.

(*b*) Euclid to the 10th Proposition 1st Book.

(*c*) Algebra up to Multiplication and Subtraction.

2nd Head.—English.

(*a*) Reading and explanation of easy English Classics.

(*b*) Recitation of classical Poetry (300 lines).

(*c*) Dictation, including Hand-writing.

(*d*) Grammar, Rules of Syntax.

3rd Head.—Second language, *i.e.*, either Latin, Sanscrit, or any Vernacular language.

Written Translation into English of easy Sentences.

V. Standard.

1st Head.—Mathematics.

(*a*) Arithmetic, complete, with Mensuration.

(*b*) Euclid. 1st Book with Simple Deductions.

(*c*) Algebra to Simple Equations.

2nd Head.—English.

(*a*) Paraphrase of English Poetry.

(*b*) Grammar and Analysis of Sentences.

(*c*) Composition on a given subject.

3rd Head.—Second language: *i. e.*, either Latin, Sanscrit, or any Vernacular language.

Written Translation into English from any ordinary School Book, and *vice versâ*.

VI. Standard.—Matriculation in the University of Bombay.

N.B.—Under each of the 3rd, 4th, and 5th Standards, Pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I. Standard.

1st Head.—Arithmetic.

Four Simple Rules.

books previously done to be submitted. In case of doubt, but not otherwise, the Inspector will make the child write in his presence, either in a copy book or on a slate.

Easy child's book to be a book in words of one syllable brought by the Inspector. Only reading, and not explanation to be required.

2nd Head.—English.
- (*a*) Reading of 1st and 2nd Books, with explanation.
- (*b*) Spelling easy Words.
- (*c*) Writing Large-hand.

3rd Head.—Vernacular.
- (*a*) Reading 3rd Book, with explanation.
- (*b*) Writing easy Words.

II. STANDARD.

1st Head.—Arithmetic.
Reduction and four Compound Rules.

2nd Head.—English.
- (*a*) Reading and explaining 3rd Book.
- (*b*) Writing Half-text.
- (*c*) Grammar. Parts of Speech.
- (*d*) Written translation into English of easy Sentences.

3rd Head.—Vernacular.
- (*a*) Reading 4th Book, with explanation.
- (*b*) Writing.
- (*c*) Grammar, Declensions and Conjugations.

III. STANDARD.

1st Head.—Arithmetic.
To Simple Proportion and Interest inclusive.

2nd Head.—English
- (*a*) Reading 4th Book with *viva voce* explanation in English or Vernacular.
- (*b*) Parsing easy Sentences.
- (*c*) Writing fair Small-hand.

3rd Head.—Vernacular.
- (*a*) Reading Senior School Books, with explanation.
- (*b*) Writing easy Sentences to Dictation.
- (*c*) Easy Parsing.
- (*d*) Written translation into English from any ordinary School book.

IV. STANDARD.

1st Head.—Mathematics.
- (*a*) Arithmetic up to Compound Proportion and Vulgar and Decimal Fractions.
- (*b*) Euclid. To the end of the 10th Proposition, 1st Book.
- (*c*) Algebra. Multiplication and Subtraction.

2nd Standard.

1st Head.—First four simple rules are meant.

2nd Head.—Reading easy narrative, *i.e.* a story book (such as Edgeworth's Easy Lessons), to be brought by the Inspector. A general understanding of the narrative to be implied.

2nd Head.—English.

(*a*) Reading Senior School Books, with explanation.

(*b*) Dictation, including Hand-writing.

(*c*) Grammar, Common Rules of Syntax.

3rd Head.—Vernacular.

(*a*) Translation from English into Vernacular, or *vice versâ* of any Senior School Book.

(*b*) Writing to Dictation from the same.

(*c*) Grammar of Sentences.

V. STANDARD.

1st Head.—Mathematics.

(*a*) Arithmetic, complete.

(*b*) Euclid, 1st Book with Simple Deductions.

(*c*) Algebra to Simple Equations.

2nd Head.—English.

(*a*) Reading, and explanation of the simpler English Classics.

(*b*) Paraphrase.

(*c*) Grammar and Analysis of Sentences.

3rd Head.—Vernacular.

(*a*) Translation from English into Vernacular, or *vice versâ*.

(*b*) Paraphrase of Vernacular Poetry taken from ordinary School Books.

(*c*) Vernacular Grammar and Idioms.

VI. STANDARD.—Matriculation.

N.B.—The Examination under the IV. and V. Standards will be conducted in English.

For Vernacular Schools.

I. STANDARD.

1st Head.—Arithmetic. Addition and Multiplication Tables.

2nd Head.—Writing Syllables.

3rd Head.—Reading 1st and 2nd Books.

II. STANDARD.

1st Head.—Arithmetic, Four Simple Rules.

2nd Head.—(*a*) Writing simple Words.

(*b*) Reading and explanation of 3rd Book.

3rd Head.—Copy books to be submitted; in case of doubt, writing in presence of the Inspector to be called for.

3rd Standard.

1st Head.—This is meant to include four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.

2nd Head.—Copy books to be submitted.

3rd Head.—(*a*) No remark required.

(*b*) Narrative or news portion of a Newspaper (to be brought by the Inspector) is here implied, with general understanding of the meaning.

4th Head.—Writing to dictation, 10 lines.

III. STANDARD.

1st Head.—Arithmetic up to Rule of Three.

2nd Head.—Writing to Dictation from a Senior School Book.

3rd Head.—Reading and explanation of 4th Book.

IV. STANDARD.

1st Head.—Arithmetic complete.

2nd Head.—Vernacular Writing from Dictation.

3rd Head.—(*a*) Reading current Vernacular Literature, including Newspapers.

(*b*) Paraphrasing Vernacular Poetry taken from ordinary School Books.

4th Head.—(*a*) Vernacular Grammar.

N.B.—Portuguese Schools will be entitled to the same grants as Vernacular and Anglo-Vernacular Schools. As regards these, the word "Portuguese" and "Anglo-Portuguese" may be read throughout the Rules and Schedules for Vernacular and Anglo-Vernacular.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For European and Eurasian Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
I. Standard.....	5	5	0	0 ....Rs.	10
II. Standard.....	5	5	5	0 .... ,,	15
III. Standard.....	10	5	5	5 .... ,,	25
IV. Standard.....	20	15	15	0 .... ,,	50
V. Standard.....	30	30	30	0 .... ,,	90
VI. Standard				,,	150

In addition to the above, in the case of Girls, Rs. 5 under the 2nd Standard; and Rs. 10 under the 3rd Standard, may be awarded for good plain needle work.

4th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard III., with the addition of Greatest Common Measure, Least Common Multiple, Practice, Proportion complete, and Vulgar and Decimal Fractions.

(*b*) No remark.

(*c*) Implies Addition, Subtraction, and Multiplication, both of integers and fractions in Algebra.

2nd Head.—(*a*) Under this sub-division will be accepted any of the following, or analogous works, at the discretion of School Managers; Goldsmith's, Johnson's, or Macaulay's Prose or Poetry, Defoe's works, Pope's Homer, Southey's Life of Nelson, Cowper's Poetry. Any portion of the book selected to be read at the choice of the Inspector. Fairly accurate understanding of the passage read to be required.

For Anglo-Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	Total.
I. Standard	2	2	2	Rs. 6
II. Standard	3	3	3	„ 9
III. Standard	4	4	4	„ 12
IV. Standard	7	7	7	„ 21
V. Standard	10	10	10	„ 30
VI. Standard				„ 100

With capitation allowance of Rs. 2 on the average attendance of pupils during the year.

For Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
I. Standard					Rs. 1
II. Standard	1	1	0	0	„ 2
III. Standard	1	1	1	0	„ 3
IV. Standard	1	1	1	1	„ 4

With capitation allowance of As. 8 on the average attendance of pupils during the year.

N.B.—No capitation allowance will be granted to Private Schools admitted to Aid under Rule 12. Nor will any School be entitled to capitation allowance as an Anglo-Vernacular School, which does not educate pupils up to the 3rd Anglo-Vernacular Standard.

(*b*) Classical Poetry, *i. e.* as mentioned in the last subdivision.

(*c*) Dictation, 10 lines of some easy English classic as above specified. The writing to be clear and current.

(*d*) Practical knowledge of the Rules of Syntax to be required, as shown by parsing any portion of the lines of poetry brought up for recitation.

3rd Head.—Translation to be made of six sentences not before seen by the Candidate: In the case of Latin and Sanskrit the sentences to be such as those in an ordinary Delectus. In the case of a Vernacular language, the sentences to be such as in 4th Departmental Marathi Book, or 5th Gujarathi Book of the Government Departmental Series, or as in the easy portions of the Bagh-o-Bahar.

5th Standard.

1st Head.—(*a*) Implies the same amount as Standard IV., with the addition of Interest, Discount, Stocks, Profit and Loss, Insurance, &c., Square and Cube Root, and Arithmetical Mensuration of Areas and Solids.

(*b*) No remark.

(*c*) Implies the same amount of Algebra as in Standard IV., with Division, Greatest Common Measure, Least Common Multiple, Involution and Evolution, Square Root, and Simple Equations of all kinds.

2nd Head.—(*a*) Ten lines to be selected for paraphrase out of a portion of not less than 1,000 lines brought up by the candidate.

(*b*) No remark.

(*c*) Implies short essays, or letter writing on simple subjects. Good sense and taste in the matter of the composition, as well as correctness in expression and writing, to be taken into consideration.

3rd Head.—Two passages to be translated of about 15 lines each, one passage to be of prose and one of poetry. In Sanskrit, books like the Hitopadesh and the Shankar Ratnávali, will be accepted, at the discretion of School Managers. In Latin, books like Eutropius, Cornelius Nepos, and the easier books of Ovid. In Vernacular languages books like the 6th Marathi and 7th Gujarati Book of the Departmental Series.

The piece for translation from English to consist of 15 lines of the simplest style of narrative.

Anglo-Vernacular Schools.

1st Standard.

1st Head.—No remark.

2nd Head.—(*a*) No remark.

(*b*) No remark.

(*c*) Authenticated copy books to be submitted; in case of doubt, writing in the presence of the Inspector to be called for.

3rd Head.—(*a*) In Reading Gujarati, the 4th Book should be understood.

(*b*) Implies copy book writing, in Marathi of Balbodh and Modi, in Gujarati of Balbodh and Gujarati.

2nd Standard.

1st Head.—No Remark.

2nd Head.—(*a*) Implies Book III. Part I. of Departmental Series, or any analagous book.

(*b*) Implies copy books.

(*c*) Implies distinguishing parts of speech in the piece read.

(*d*) Implies six sentences (of about six words each) in which no difference of idiom is involved.

3rd Head.—(*a*) Implies 5th Gujarati Book.

(*b*) Good Balbodh and Modi, or Gujarati writing (on sheets of paper or slates) to be submitted.

(*c*) To be tested in connection with the reading, involves knowledge of parts of speech, as well as declension and conjugation.

3rd Standard.

1st Head.—Implies the same amount of Arithmetic as in Standard II., with the addition of Simple Proportion and Simple Interest.

2nd Head.—(*a*) Implies Book II. Part II. of Departmental Series, 4th Book of Irish Series, or any analogous book.

(*b*) Implies parsing, with reference to Accidence only, of easy sentences selected from the book read.

(*c*) Ruled copy books to be submitted.

3rd Head.—(*a*) Implies 5th and 6th Marathi, or 6th and 7th Gujarati Books of Departmental Series, or any analogous books.

(*b*) Implies writing 10 lines. Sentences to be such as those in the 3rd or 4th Marathi (4th or 5th Gujarati) Books.

(*c*) To be tested in connection with the reading.

(*d*) Implies a translation of about 15 lines from any prose part in the 3rd or 4th Marathi (4th or 5th Gujarati) Books.

4th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard III., with the addition of Compound Proportion, Greatest Common Measure, Least Common Multiple, Practice, and Vulgar and Decimal Fractions.

(*b*) No Remark.

(*c*) Implies Addition, Subtraction, and Multiplication both of Integers and Fractions, in Algebra.

2nd Head.—(*a*) Implies Book III. Part II. of Departmental Series, or analogous books.

(*b*) Implies writing 10 lines, to be selected from the same book, in good current hand.

(*c*) To be tested in conjunction with reading.

3rd Head.—(*a*) Implies a translation of 15 lines from the two highest school-books in some Vernacular or English series; the translation to be from or into English at the option of the Inspector.

(*b*) Implies writing a passage of 10 lines from 5th and 6th Marathi, or 6th or 7th Gujarati Books.

(*c*) Implies the knowledge of prayogs.

5th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard IV., with the addition of Compound Interest, Profit and Loss, Stocks, Insurance, &c., Square and Cube Root, Mensuration of Areas and Solids.

(*b*) No remark.

(*c*) Implies the same amount of Algebra as in Standard V. for European Schools.

2nd Head.—(*a*) Implies the same as Standard IV., 2nd Head for European Schools.

(*b*) As in Standard V., 2nd Head (*a*) for European Schools.

(*c*) No remark.

3rd Head.—(*a*) Implies 15 lines from some such book as "Life of Socrates," or "Arabian Nights" (in Marathi), or "Life of Columbus" (in Gujarati), to be selected by the Inspector, and some easy English prose classic, at the option of the Inspector.

(*b*) Implies paraphrase of from 10 to 15 lines, according to the length of the metre.

(*c*) Implies correction of wrong sentences and thorough Grammatical Analysis.

VERNACULAR SCHOOLS.

1st Standard.

1st Head.—Native Tables (complete) are implied.

2nd Head.—Writing to dictation on slates.

3rd Head.—No remark.

2nd Standard.

1st Head.—No remark.

2nd Head.—(*a*) } No remark.
(*b*) }

3rd Standard.

1st Head.—Implies same amount as Standard II. (above), with the addition of four Compound Rules, Reduction, and Simple Proportion.

2nd Head.—Implies 10 lines from 4th Book Marathi (or 5th Gujarati) Series.

3rd Head.—Implies Reading, and explanation of the same.

4th Standard.

1st Head.—No remark.

2nd Head.—Implies 10 lines from the two highest books of Vernacular Series, or any Vernacular newspaper.

3rd Head.—(*a*) Implies explanation of the matter read.
(*b*) Implies paraphrase of poetical pieces in 4th Marathi or 5th Gujarati Book, 5 or 6 lines to be paraphrased.

4th Head.—To be tested in connection with reading, knowledge of Dadoba's Larger Grammar, or some analogous book implied.

B. GENERAL RULES FOR PASSING UNDER STANDARDS IN SCHEDULE A.

1st.—No child to be examined under the Heads of more than one Standard.

2nd.—To pass under any head a child must obtain one-third of the aggregate marks given for that Head, and one-fourth of the marks assigned to each sub-division of that Head.

3rd.—The following is the maximum of marks to each head and sub-division :—

EUROPEAN SCHOOLS.

1st Standard.

1st Head	100	2nd Head	100

2nd Standard.

1st Head	100	3rd Head	100
2nd Head	100		

3rd Standard.

1st Head	100	3rd Head—(*b*)	75
2nd Head	100	4th Head	100
3rd Head—(*a*)	25		

4th Standard.

1st Head—(*a*)	50	2nd Head—(*b*)	15
(*b*)	25	(*c*)	25
(*c*)	25	(*d*)	25
2nd Head—(*a*)	35	3rd Head	100

5th Standard.

1st Head—(*a*)	40	2nd Head—(*b*)	35
(*b*)	30	(*c*)	30
(*c*)	30	3rd Head	100
2nd Head—(*a*)	35		

ANGLO-VERNACULAR SCHOOLS.

1st Standard.

1st Head	100	2nd Head—(*c*)	25
2nd Head—(*a*)	50	3rd Head—(*a*)	60
(*b*)	25	(*b*)	40

2nd Standard.

1st Head	100	2nd Head—(*d*)	30
2nd Head—(*a*)	40	3rd Head—(*a*)	50
(*b*)	15	(*b*)	20
(*c*)	15	(*c*)	30

3rd Standard.

1st Head	100	3rd Head—(*a*)	40
2nd Head—(*a*)	50	(*b*)	15
(*b*)	30	(*c*)	15
(*c*)	20	(*d*)	30

4th Standard.

1st Head—(*a*)	50	2nd Head—(*c*)	30
(*b*)	25	3rd Head—(*a*)	50
(*c*)	25	(*b*)	25
2nd Head—(*a*)	40	(*c*)	25
(*b*)	30		

5th Standard.

1st Head—(*a*)	40	2nd Head—(*c*)	30
(*b*)	30	3rd Head—(*a*)	30
(*c*)	30	(*b*)	40
2nd Head—(*a*)	35	(*c*)	30
(*b*)	35		

VERNACULAR SCHOOLS.

1st Standard.

1st Head.....	100	3rd Head	100
2nd Head	100		

2nd Standard.

1st Head.....	100	2nd Head—(*b*)	75
2nd Head—(*a*)	25		

3rd Standard.

1st Head.....	100	3rd Head	100
2nd Head	100		

4th Standard.

1st Head	100	3rd Head—(*b*)	50
2nd Head	100	4th Head	100
3rd Head—(*a*)	50		

Note on Schedule **B.**—By the term "average attendance" is to be understood the average daily attendance of pupils. It is recommended that forms of registry, such as those used in the Central Division, be adopted. Copies of these forms may be obtained on application to the Educational Inspector, Central Division.

A. GRANT,
Director of Public Instruction.

2.

CIRCULAR.

No. 1421, *dated 3rd October* 1866.

Poona, Office of Director of Public Instruction, 3rd October 1866.

To The EDUCATIONAL INSPECTORS, CENTRAL, NORTHERN, and SOUTHERN DIVISIONS, and in SIND, respectively.

SIR,—With a view to the adoption of the Standards of Schedule **A** in the "Provisional Revised Rules of Grants-in-Aid" to the examination of Government Schools, I have the honour to request that the Standards may be used and supplemented as follows:—

2. In examining High Schools, the different Standards for Anglo-Vernacular Schools in Schedule **A** are to be used with additions:—

To III. Standard—

Add (*a*) History of India.
(*b*) Geography of Asia.
(*c*) Ramkrishna Gopal Bhandarkar's "First Sanskrit Book," or "Henry's First Latin Book."

To IV. Standard—

Add (*a*) History of England.
(*b*) Geography of Europe.
(*c*) Ramkrishna Gopal Bhandarkar's "Second Sanskrit Book" (now in preparation), or Young's Delectus.

To V. Standard—

Add (*a*) Outlines of Universal History.
(*b*) General Map-Drawing.
(*c*) Physical Geography.
(*d*) Departmental Sanskrit Reading Book (now in preparation) or Cornelius Nepos, with easy translation into Sanskrit or Latin.

3. In examining Government Anglo-Vernacular Schools the Standards for Anglo-Vernacular Schools in Schedule **A** are to be used, with the modification that the *Heads of Vernacular*, and of

Arithmetic are to be always taken from the Standard next above that in which the boy is examined in English.

To II. Standard for Anglo-Vernacular Schools.

Add (*a*) Local History.

(*b*) General Geography of India.

To the Standards for Anglo-Vernacular Schools *add* the same History and Geography as is above prescribed for High Schools.

4. In examining Governmental or Local Funds Vernacular Schools, the Standards for Vernacular Schools in Schedule **A** are to be used with additions:—

To II. Standard—

Add (*a*) Definitions of Geography, and Elementary Geography of the Presidency.

(*b*) Parts of Speech.

(*c*) Mental Arithmetic.

To III. Standard—

Add (*a*) General Elementary Geography.

(*b*) Small Vernacular Grammar.

(*c*) Higher Mental Arithmetic.

(*d*) Local History.

To IV. Standard—

Add (*a*) Euclid, first 20 Propositions.

(*b*) Algebra, four Rules.

(*c*) Mental Arithmetic, complete.

(*d*) History of India.

(*e*) Map-Drawing of India.

For V. Standard in Vernacular Schools, the same as in IV. Standard should be required, with the addition of—

Euclid, 1st Book, to the end.

Equations in Algebra.

History of England.

Original Composition in Vernacular.

I have the honour, &c.,

A. GRANT,

Director of Public Instruction.

3.

CIRCULAR.

No. 1393, *dated* 1*st October* 1866.

Poona, Office of the Director of Public Instruction,
1*st October* 1866.

To The EDUCATIONAL INSPECTORS, CENTRAL, NORTHERN, and SOUTHERN DIVISIONS, and in SIND respectively.

SIR,—I have the honour to forward for your information and guidance, the subjoined Rules, to be henceforth adopted in First Grade and Second Grade Anglo-Vernacular Schools :—

I. No boy is henceforth to be admitted into a 1st Grade Anglo-Vernacular School until he has passed the following Examination :—

1st. Reduction and four Compound Rules in Arithmetic.

2nd. Reading 4th Book of the Vernacular Series (5th Gujarati) with explanation.

3rd. Writing Balbodha and Modi (or analogous characters).

4th. Vernacular Parts of Speech, with Declensions and Conjugations.

Note.—It will be observed that this Standard is the same as that required for admission into High Schools, only that the Head of English is left out.

II. The Educational Inspector, at his next visit to each 1st Grade Anglo-Vernacular School, will remove from the school all boys who fail to come up to the above prescribed examination Standard.

III. In Second Grade Anglo-Vernacular Schools no boy is to be allowed to commence learning English until he has passed the above prescribed Examination.

IV. The limit of teaching in First Grade Anglo-Vernacular Schools is henceforth to be as follows :—

(*a*). English Senior School Books with explanation. Dictation. The common rules of Syntax.

(*b*). Arithmetic, complete. Euclid, 1st Book with simple Deductions. Algebra, to simple Equations.

(*c*). Paraphrase of Vernacular Poetry. Translation into English of Senior School Books. Thorough knowledge of Vernacular Grammar and Idiom.

(*d*). Simpson's Goldsmith's History of England. Moriss' History of India.

(*e*). Sullivan's Geography. Reid's Physical Geography. Map-Drawing.

V. After the ensuing Matriculation Examination no boys are to be allowed to go up for Matriculation from Anglo-Vernacular Schools.

VI. During the course of next year First Grade Anglo-Vernacular Schools must either be definitely ranked as such under the above Rules, or else they must be raised to the rank of Second Grade High Schools, according as arrangements may be made. The advice of Educational Inspectors on all doubtful cases of the kind is requested.

I have the honour, &c. &c.,

A. GRANT,
Director of Public Instruction.

4.

DIRECTOR OF PUBLIC INSTRUCTION'S LETTER No 2177.

Dated 25th January 1867.

No. 2177 OF 1866-67.

Bombay, Director of Public Instruction's Office,
25th January 1867.

To the PRINCIPALS ELPHINSTONE and POONA COLLEGES respectively.

SIR,—I have the honour to announce that henceforth all Dakshina Fellowships, both Senior and Junior, attached to your College, will be tenable for two years only from date of appointment. Any Dakshina Fellow at the expiration of his term of Fellowship

will, however, be eligible to be re-appointed for another period of two years on the recommendation of yourself and the Professors.

2. This rule will come into force on the 1st January 1868, when all persons who have held Fellowships for two years will cease to hold them, unless recommended for re-appointment, and after that date Fellowships will become vacant whenever they have been held for two years.

I have the honour, &c. &c.,

A. GRANT,
Director of Public Instruction.

5.

NOTIFICATION No. 2580,

Dated 1st March 1867.

Poona, Office of Director of Public Instruction, 1st March 1867.

The following Rules will henceforth be observed in the appointment of Assistant Masters in High Schools.

1. No unmatriculated student is to be appointed to any Assistant Mastership in a High School.
2. On any vacancy occurring if a matriculated student is appointed, he will invariably be posted in the lowest Assistant Mastership in the School, and the Masters already in the School will as far as possible obtain promotion.
3. But any student who has passed the First Arts, or Bachelor of Arts Examination, will, if appointed in a High School, be considered eligible for any Assistant Mastership that may be vacant.
4. Every student who is only matriculated, will be considered only provisionally eligible for places of above 75 Rupees per mensem in a High School, and will be liable to be superseded in any appointment above that rate of salary by the subsequent appointment of a B.A. or F.E.A.

A. GRANT,
Director of Public Instruction.

6.

CORRESPONDENCE WITH GOVERNMENT ON THE SUBJECT OF IMPROVING THE POSITION AND CONDITIONS OF THE HIGHER EDUCATIONAL SERVICE.

No. 1552 of 1866-67.

Poona, Office of Director of Public Instruction, 22nd October 1866.

To C. Gonne, Esq.,

Secretary to Government, Educational Department.

Sir,—I humbly beg to advert to the 36th paragraph* of my Annual Report of Department of Public Instruction in the Bombay Presidency for the year 1865-66, copy of which is given in the margin for ready reference, and respectfully to submit more detailed observations on the present standing of the Educational service in this Presidency for the consideration of Government.

2. There is no doubt that dissatisfaction with their present position is felt by several of the superior officers of this Department. A meeting

* On the other hand it is equally clear that this Department will degenerate unless its higher appointments continue to be held by Europeans characterized for cultivation and learning. I would humbly call the attention of Government to the Directory of this Department which is now annually prepared with great care, and which naturally suggests a division of the higher Educational appointments from the main body of the service. It is I think a question of great importance, well worthy the consideration of Government, whether these few appointments (altogether less than thirty in number) might not be either amalgamated with or else placed on an analogous footing with the Covenanted Civil Service. There is only one point on which, as Director of Public Instruction, I should be inclined to feel uneasy about the future of the Department, and that is the uncertainty which must attach under the present system to appointments of Educational officers made by the Secretary of State. No general discussion on Indian affairs takes place in the British Parliament without some reference to the importance of the Educational operations carried on by Government in this country, and yet no steps whatever have been taken to secure for the Departments of Public Instruction as for the Covenanted Civil Service, a supply of officers fitly qualified. The number of Englishmen required for this service is very small. Any person of superior qualifications who may be sent out has an almost boundless field of usefulness opened to him, and any incompetent person, on the other hand, is a dead weight and a drag upon the progress of the country, and yet, partly owing to the unattractive conditions offered, and partly owing to the want of any method in the selection of candidates for the Educational service, we have no guarantee that a proper standard of men for Principals of Colleges and Professors and Educational Inspectors and High Schoolmasters will be kept up, and this must be a source of uneasiness to one to whom the Department is a care.

was recently held on the subject in Poona, and it was proposed to submit a memorial to Government with reference to the Despatch of Her Majesty's Secretary of State, dated 23rd December 1865, the terms of which were felt to disappoint expectations not unreasonably formed on the Despatch No. 205, of the 8th December 1862. Before, however, giving my sanction to a memorial of the kind, I have thought it best to address Government on the subject, as the question is much more one of the general future of this Department, than of the feelings of present individual officers, and as considerations of policy could hardly be entered upon by even a small body of memorialists.

3. The chief grounds for dissatisfaction at present felt by the higher Educational officers of this Presidency appear to be as follows :—

(*a*) That of late the covenant which used formerly to be made with persons appointed by Her Majesty's Secretary of State to Educational posts, has been withdrawn. For this covenant a letter, conferring the appointment, has been substituted, in which the Government reserves to itself the right of dispensing at six months' notice with the services of the person appointed. It is obvious that this gives in a very marked way, a precarious appearance to the position of Educational officers.

(*b*) That no pension whatever is secured to officers in the Educational service. It is laid down as a general rule for the Educational, in common with the rest of the Uncovenanted service, that all Pension is to be considered given as a favour, and not as the satisfaction of a claim. This again is felt to be a precarious condition.

(*c*) That the only modes by which pension can be obtained by an Educational Officer are either that he shall complete 27 years' actual service in India, or else that he shall produce, at the end of 12 or 22 years' actual service a certificate of utter incapacity for further service in the country. These are of course extremely discouraging conditions to a young Englishman, who might think of entering the Educational Service in this country. He naturally does not wish to give up all his

prospects in Europe, without the hope of some little provision in the shape of a retiring pension, nor does he wish to bind himself to serve either for 27 years in India, or till his health is utterly broken.

(*d*) That in respect of Pension Rules the Educational Officers are in a much worse position than Her Majesty's Chaplains in India. A chaplain, if his health renders his retirement necessary, can obtain a small pension after seven years' service, and a pension of greater amount after ten years, and after 20 years' service, inclusive of 3 years' leave (that is after 17 years' actual service), chaplains can retire on their full pension without medical certificate. It is thought hard by superior Educational officers, who are generally, and who ought always to be, persons of a higher University standing than the majority of Her Majesty's Chaplains, and whose duties are certainly more onerous and trying than those of Chaplains, that they should be so much worse off than the Ecclesiastical Service.

4. It is, I think, impossible to deny that, from the nature of the conditions above stated, the Educational Service in this Presidency is a very poor, precarious, and in fact miserable sphere, into which one can hardly dare to advise any young man of ability and cultivation to enter. At the same time I can perfectly understand that what has led to the present position of the service, is, its undefined character in point of numbers. The Educational Service sprang up, as it were, fortuitously. It was gradually and silently extended, and when Her Majesty's Secretary of State came, in his Despatch of the 23rd December last, to deal with the question of the Pension Rules for the entire Service, I have little doubt that he would be rendered cautious by the indefinite numbers of appointments for which it might appear that he had to make regulations. In one point of that very despatch of the 23rd December the Secretary of State is, I humbly think, unnecessarily liberal for want of definition, for the despatch appears to extend the benefits of early pension to all "Head Masters of Schools," which if it be not further defined, would include all Head Masters of High, Middle Class, and Primary Schools indiscriminately, a body amounting in this Presidency alone to not less than 1,324 persons, almost all of whom might well be left to abide by the ordinary Uncovenanted Service Rules.

5. I would now beg humbly to point out to Government that if the Educational service in its present organization be examined, it will no longer be found to consist of an indefinite number of homogeneous appointments, suggesting the idea of a formidable number of claimants for advantages of pension and the like. Our Departmental directory suggests a most natural division of the service into two branches, one of which must be entirely filled by University Graduates from Europe, except in the rare case where a native scholar of exceptional merits may be thought worthy to hold one of the appointments. The other branch would be of wide extent, commencing with appointments analogous in pay and position to those of Deputy Collectors, and going down to small schoolmasterships of (11) eleven rupees per mensem. I may mention at once that were such a division made the Upper Branch of the Bombay Educational Service would consist at present of less than 30, and the Lower Branch of more than 2,000 appointments.

6. Our Departmental Directory, copy of which is herewith sent for reference, was not framed with a view of making the division now advocated. But as soon as the names of officers and their salaries and qualifications had been set down in order, the principle of a division in the Department at once suggested itself. It will be seen that the Directory does not contain appointments below Rs. 30 per mensem, and that all appointments above Rs. 300 per mensem have been entered as superior appointments. Several of these superior appointments are held by officers of the Medical or Military Department, whose pension rules and other conditions of service are elsewhere provided for.

7. I will now respectfully indicate the principle on which I would suggest that an Upper (or Covenanted) Educational Service in the Bombay Presidency should be formed. The principle is this—that there are certain Educational appointments of great importance, which if they are properly filled, will insure the efficient working of the whole of this large Department, and that the number of these appointments is so small that Government may well afford without risk of any large expenditure of the public funds to place them on a solid and attractive footing.

8. These important appointments I would specify as follows:— 1st. Headmasterships of First Grade High Schools. 2nd. Educational Inspectorships. 3rd. Professorships of different Branches of Literature and Science. 4th. Principalships of Government Colleges. 5th. The Office of Director of Public Instruction.

9. At present the exact numerical list of officers coming under the above heads stands as follows:—

1st. Head Masters of First Grade High Schools (namely Elphinstone, Poona, Ahmedabad, and Belgaum High Schools)	4
2nd. Educational Inspectors (Northern, Central, and Southern Divisions, Sind, and one Assistant Inspector)	5
3rd. Professors (of English Literature, Mathematics, and Sanskrit in Elphinstone College; English Literature, Mathematics and Sanskrit in Poona College; two Professors of Law in the Government Law School)	8
4th. Principals of Government Colleges (Elphinstone, Poona, and Poona Civil Engineering College)	3
5th. Director of Public Instruction	1
	21

10. Looking forward to the wants of the future, I think it will certainly be necessary within the next few years to make some additions to this limited number; namely one Professor of History and one of Latin must be given to Elphinstone College, and the same to Poona College, and three Professors of different subjects must be assigned to the Poona Civil Engineering College. Probably about five more First Grade High Schools will be required in different parts of the Presidency. These additions are all that I can foresee as necessary, and they would amount to

Professors	7
High School Masters	5
	12

thus raising the Upper or Covenanted Educational Service in this Presidency to a fixed total of 32 officers.

11. It would have seemed to me hardly necessary to say anything on the great importance of properly filling the appointments above specified, except that the absence of all special regulations with regard to them, coupled with the unfavourable conditions actually attached to these appointments, seems to indicate that the attention of Government has never been drawn to the subject. I would therefore humbly submit the following considerations with regard to the different classes of appointments :—

1st. It has now become possible to raise the First Grade High Schools of this Presidency into institutions worthy of their name, which would be characterized by a literary and classical spirit, and would exercise a humanizing influence on all the native students admitted to them. Our Native University Graduates form excellent assistant masters in such schools, but it is essential that the Head Master should be a European gentleman of high cultivation, who will give a tone to the entire School. Any one who knows the great intellectual quickness of Native boys, and the immense benefit they invariably derive from contact with a teacher whom they feel to be superior, will acknowledge that the Headmasterships of our First Grade High Schools should be filled by the best men that can be got from the Universities of Great Britain, and that the High Schools (as a rule) will never prosper, until their Headmasterships are so filled.

2nd. It is not only for the sake of the High Schools, that men of the kind indicated should be sent out as Head Masters, but also with a view to these same men being promoted in course of time to be Educational Inspectors. At present it is difficult to fill up vacancies in the Inspectorships. But there is no doubt that a University Graduate from England, who had served some years as Head Master of a High School, and had learnt during that time the vernacular language of the district, would in most cases possess all the requisites for a good Educational Inspector—these requisites being, a certain amount of literary culture, combined with activity of habits, administrative capacity, and sufficient social standing to deal on terms of equality with Collectors and Magistrates, and other local authorities.

3rd. On the learning of the Professors in the Colleges of the Presidency the success of the Bombay University entirely depends. And how much depends on the success of the University? Little less than the regeneration of the mind of the people. When it is reflected that the Native University students furnish, or will ere long furnish, the School Teachers, the Pleaders, the Practitioners of European medicine, the subordinate Revenue and Judical Officers, the Overseers of works, and above all the newspaper writers, who are constantly disseminating wise or foolish, disaffected or loyal, criticisms on the acts of Government, it cannot but be felt that it is of the utmost importance that the fountain head of all this stream of influence, namely the professors and principals of Colleges, should be as high and pure as possible. Without solid and special learning in the Professors, the University system of this Presidency must retain that level of frivolous superficiality which has hitherto been the disgrace of Education in India. Without gravity and wisdom in the Professors, their is no saying what subversive sentiments may become associated with European teaching. Already it has been said, and I believe truly, that one active-minded teacher in this Presidency succeeded in leavening an entire generation of his pupils with the doctrines of Tom Paine, and the political principles which would now go by the name of Fenianism.

12. If these matters are looked at with attention, I think it will be felt that there are grounds for considering the upper educational appointments in this Presidency no longer as places of little importance, to be placed on the same level with the mass of the Uncovenanted Service—to be dealt with neglectfully—to be given away to political retainers or filled up at hap-hazard;—but rather as being worthy of no less care than other Departments of the State. At present it may be said that the Government of Bombay has been far more fortunate than it could have had reason to expect, in the men that have been obtained to fill these appointments. But how many are there of our higher educational officers who (though admirably fulfilling their duties) are yet proud of their position, or would advise any friend in England to enter upon the same career? The real

worth of appointments in India is becoming understood in England every day more clearly ; and I should have no hesitation in predicting that if the Educational Service of this Presidency is left on its present footing, it must degenerate instead of improving, and thus for want of a little attention and liberality a really great opportunity will be lost.

13. I trust that my own feeling of the importance of the question will not be considered exaggerated, and that I shall be pardoned for plainly stating the grounds of my opinion. The practical measures which I would humbly suggest to Government, are as follows :—

1*st*. That an upper Educational Service in the Bombay Presidency be formed, which should be open to Natives of distinguished merit, but which would, for a long time to come, be mostly filled by graduates of high standing from the European Universities.

2*nd*. That this be constituted a "Service" properly so called, with a covenant of conditions, and regular rules of advance in pay.

3*rd*. That this Service consist of Head Masters of First Grade High Schools, Educational Inspectors, Professors of Literature and Science, Principals of Colleges, and the Director of Public Instruction, with a maximum limit of 32 officers to constitute the entire Service.

4*th*. That all other persons in Educational appointments in the Presidency be considered as constituting the "Uncovenanted Educational Service," and remain on the footing of their present rules.

5*th*. That every officer of the Covenanted Educational Service commence with a salary of not less than Rs. 500 per mensem, and that he be entitled to an increase of Rs. 50 per mensem additional to his former pay at the end of each year of actual service, with the following limitations :—

No High Schoolmaster to attain to a salary exceeding	Rs.	800	per mensem.
No Professor.....	„	1,200	do.
No Principal of a College.....	„	1,500	do.
No Educational Inspector.....	„	1,500	do.

The salary of the Director of Public Instruction to remain as at present (Rs. 2,500 per mensem), without his being entitled to any increase.

6th. That the appointments coming within the Covenanted Educational Service be reserved, in the first place, for officers of that Service, and that no one be appointed Principal of a College, Educational Inspector, or Director of Public Instruction from outside the Service unless Government is of opinion that there is no one in the Service qualified to hold the appointment.

7th. That a fixed retiring pension of £365 per annum be allowed, without the necessity of medical certificate, to Covenanted Educational officers on their completion of 14 years' actual service in India, or of 15 years, inclusive of one year spent on furlough.

8th. That any such officer who may be declared by medical authority to have become absolutely incapable of further duty in India before the completion of 7 years' service, may receive a free passage home and a gratuity not exceeding one month's pay (at his last rate of salary) for each year that he has served.

9th. That any such officer on medical certificate of incapacity for further duty may obtain at the completion of 7 years' service a pension of £127-15-0 per annum, and at the completion of 10 years' service £173-7-6.

10th. That a furlough of six months at the end of seven years' service, and of one year at the end of 10 years' service, or of 18 months at the end of 10 years' service if no previous furlough has been taken, be allowed to officers of the Covenanted Educational Service. The furlough allowance to be at the rate of £400 per annum.

11th. That the ordinary rules for sick leave and privilege leave now allowed to the general Uncovenanted Service be continued to the Covenanted Educational Service, with the proviso now made that officers who are allowed School and College vacations cannot claim privilege leave.

12th. That social rank and precedence be granted to the Covenanted Educational Service on the same footing as to the Covenanted Civil Service, except that as Educational officers will naturally come out to this country at least two years later

than Covenanted Civilians, Covenanted Educational Officers should take rank from the date of their commencement of service with Civilians of two years' standing.

13*th*. That any person appointed to fill the post of First Grade High School Master, Professor, Educational Inspector, or Director of Public Instruction, be *ipso facto* admitted to the privileges of the Covenanted Educational Service, but that any such appointment will require the sanction of Her Majesty's Secretary of State.

14*th*. That on any person being appointed to one of the above mentioned posts, he be considered appointed for two years certain, Government reserving to themselves the right of continuing to employ him, or of dispensing with his services at the end of two years; and that general want of efficiency be considered sufficient ground, without commission of any special fault, for discontinuing the employment of any officer at the period when his first two years of service have expired.

15*th*. That a similar consideration of each officer's services be made at the end of his first five years of employment.

16*th*. That in case of the services of any officer being dispensed with, at the end of two or five years' employment, he be allowed a free passage home.

14. The above is the outline of a sketch for the conditions of a Covenanted Educational Service, which I humbly submit for the consideration of Government. The terms of pension are taken from the present rules for the Ecclesiastical Service, except that in my suggestions the final term for pension is a little shortened. I have suggested the period of 14 years' actual service on account of Dr. Arnold's famous dictum, which was literally acted upon by Dr. Vaughan at Harrow, "that no schoolmaster ought to remain at his post much more than fourteen or fifteen years, lest, by that time he should have fallen behind the scholarship of his age." (See Life of Dr Arnold, 4th Edition, vol. I., page 147.) This saying, if applicable in England, is doubly applicable in India, and I humbly suggest these rules to secure the absolute efficiency of a small body of most important officers.

I have the honour, &c. &c.,

A. GRANT,
Director of Public Instruction.

No. 681 OF 1866.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 11th December 1866.

The Director of Public Instruction's No. 1552, dated 22nd October 1866.

Urges on the consideration of Government the necessity for placing the higher appointments of Educational Service of the Bombay Presidency on a new and better footing.

RESOLUTION.—The Honorable the Governor in Council concurs very much in the views expressed by Sir A. Grant. But there are one or two points in regard to which Government would be glad to have more information.

If the extension of privileges as to members of a Covenanted Civil Service, were conceded, as proposed, would Sir A. Grant suggest any special process for the admission of members? He contemplates that they will generally be graduates of high standing in a European University, but he would not exclude Natives of India (paragraph 13, clause I.) and other persons (paragraph 13 clause XIII.). Would he require no evidence of fitness beyond the readiness of those in authority to nominate to certain offices?

Some intellectual test or qualification might seem to be required, if every person so nominated is to take rank, not only along with, but above, all those who may at the same time have entered the ordinary Civil Service by competition (paragraph 13, clause XII.).

The reason assigned in paragraph 14 for suggesting the grant of pensions after 14 years of actual service may, perhaps, be thought insufficient, if they are to apply not only to those who have served continuously as Head Masters, but also to those who have been successively employed as Head Masters, Professors, Inspectors, and Directors of Public Instruction.

It might be advantageous if Sir A. Grant were to state more particularly, whether he does not think (and why) that members of the Covenanted Educational Civil Service might be placed, with regard to rank, privileges, &c. in all respects upon an equal footing and under the same rules as members of the ordinary Civil Service. It seems probable that a separate Judicial branch of the Civil Ser-

vice will ere long be organized. Would it be well, in like manner, merely to organize a separate Educational branch?

In that case would it be advantageous, to regard and declare members of that branch of the Civil Service available for employment also (when their attainments and capacity have been proved to fit them specially for such employment) in other high public offices, as Secretary to Government or Member of Council?

The Director of Public Instruction should also be requested to state whether he thinks the selection of candidates, after competition, might not be made as for the Civil Service, leave being given to any man electing for the Educational branch to complete his English University course before coming out to India.

C. GONNE,
Secretary to Government.

To The Director of Public Instruction.

No. 1975 OF 1866-67.

Bombay, Office of the Director of Public Instruction, 7th January 1867.

To C. GONNE, Esq.,
Secretary to Government, Educational Department.

SIR,—In acknowledging the Resolution of Government No. 681, dated 11th ultimo, I beg respectfully to report further on the points referred by the Honorable the Governor in Council.

2. The most important question of those under reference, and the *first* in logical order, is the question whether the higher Educational Service of Bombay should not be made simply a branch of the Covenanted Civil Service.

3. There is no doubt that this course would be for many reasons the most desirable of all, if the difficulties which would seem to attend it, could be overcome. These difficulties I would state as follows:—

(*a*.) The higher Educational Service may be said to consist of two branches, an administrative branch, and a learned branch. The functions of High School Masters, Inspectors, and the

Director are administrative, those of Professors are learned; Principals of Colleges have a mixed function, partly administrative and partly learned. Now it is at once clear that we cannot rely on the ordinary appointments of the Indian Civil Service, for officers to fill the learned branch of the Educational Service. When a Professorship of Sanskrit, Mathematics, History, Logic, Engineering, or any other subject is vacant, we require to fill it *not* a man of general cultivation, but of special attainments; a man who has gone deeply into the particular science, and given his whole mind to it. Unless our Professoriate is supplied with scientific men, possessing profound special knowledge, our University must degenerate and become a mere pretence and laughing-stock. Thus it will always be necessary to choose our Professors in a different way from the ordinary members of the Civil Service. And not only must they be chosen differently, but from the particular nature of their pursuits they will hardly be in a position to qualify themselves for employment in the Revenue or Polilifical branches of the public service. Thus, though a versatile Professor might occasionally be thought fit for practical duties, yet, as general rule, they will remain separate, and the Professoriate which I estimate as likely to consist of about 15 appointments, out of 30, and as amounting therefore to about half the higher Educational Service, must be pronounced incapable of real amalgamation with the Covenanted Civil Service of this Presidency.

(*b.*) Passing now to the administrative branch of the Educational Service, which consists of First Grade High School Masters, Inspectors, and the Director (altogether to be reckoned at about 15 appointments), I should say that there would be no objection to filling these appointments with members of the Civil Service, beyond the objections likely to be raised by the Civil Service itself. The question seems to me to be this:—Can it be said that employment in the Educational Department is a good qualification for high public offices, such as Secretary to Government, or Member of Council? Supposing a man to have served for five years as a Schoolmaster and five years as Educational Inspector, and three

years as Director of Public Instruction, would he be likely to be thought qualified for the functions of Secretary to Government in the Revenue, Judicial, or Political Departments? If not (and I confess I think not) then members of the Civil Service are hardly likely to elect to enter the Educational branch, which would begin with a Schoolmastership (a kind of appointment against which there is a certain amount of social prejudice), and which would end with chances of promotion far inferior to those offered either by the Revenue or the Judicial lines.

(*c*) But supposing that High Schoolmasterships were allowed to lead to Assistant Collectorships and other similar appointments, it might be then not difficult to induce young Civilians to accept such appointments, at all events for short periods. The only question would be, would not the general administration of the country suffer to some extent by the loss of district experience which would be implied in the fact of a future Collector spending three or four years of his early life in scholastic duties in a town, instead of in the management of Talooks affairs in the Mofussil?

(*d*) Young Civilians would be generally extremely well fitted for the duties of Educational Inspectorships, but I think that these appointments ought henceforth to be reserved as promotion for the High Schoolmasters. If the Schoolmasters are to be Civilians then the Inspectorships would become Civilian appointments, but not otherwise, in my humble opinion.

(*e*) Government suggests that Candidates chosen for the Civil Service might be allowed to elect for the Educational branch, and might have leave to complete their University course before coming out to India. I think that this arrangement would be a little complicated, and on general grounds undesirable: 1st, because the appointments of Schoolmasterships are so few that it would be a matter of uncertainty when vacancies would occur, 2nd, because a Civilian by electing to finish his University course would really cut himself off from that special preparation for Indian Service which his contemporaries would receive in London, and would, by confining himself to merely academical acquirements, disqualify himself to a considerable

extent for higher offices such as that of Secretary to Government in this country. I may add, 3rdly, that I should not place much faith in the activity of a man's University studies *after* he had attained such a prize in life as a Civilian appointment.

4. On the whole then, I am reluctantly brought to think, that though the Educational Service of this country would gain in strength and efficiency if it could be amalgamated with the Covenanted Civil Service, the difficulties in the way are too great to be overcome. Half the Educational Service must consist of men of special learning, of tolerably mature age, and with formed literary habits, quite different in short from the class of men required as Civilians. The other half of the Educational Service can hardly offer in itself sufficient inducements for Civilians to enter it, and on the other hand it would not serve as a good preparation for Revenue or Judicial appointments.

5. From these reasons, I am induced to return to my former suggestion, namely that the higher Educational appointments should be made to constitute a separate Covenanted Service, with its own rules and conditions, upon the analogy of the Ecclesiastical Establishment in this country.

6. With regard to the question of rules for admission to this Service, I beg to say that I considered myself excluded from entering upon the subject, having last year, in my letter No. 999, dated 17th October 1865, submitted detailed suggestions for the selection of Educational officers in England, which were forwarded by Government to the India Office, and to which answer was made by the Secretary of State in his Despatch No. 3, dated 12th February 1866, that he "did not wish to give up the responsibility of making Educational appointments."

7. Being now authorized by Government to enter upon the subject anew, I would humbly suggest the following sketch of rules for admission to the Covenanted Educational Service.

(*a*) No one to be admitted to this service except as either First-Grade High School Master or Professor.

(*b*) Every vacancy to be filled up in England at the time of the Civil Service competition, after at least six months' public advertisement in all the Universities, of the vacancy.

(*c*) No one to be eligible to be a High School Master who is not a graduate in some European or Indian University; or who is more than 26 years of age; or who does not produce a medical certificate of fitness for Indian service.

(*d*) Every First-Grade High Schoolmastership to be awarded by means of competition among the candidates for the vacancy, on exactly the same system and by means of the same papers, as the Civilian appointments.

(*e*) No one to be eligible for a Professorship who is not a graduate of some European or Indian University, or who is more than 30 years of age, or who cannot produce a medical certificate of fitness.

(*f*) Every Professorship to be awarded by competition in the subject of the vacant Chair, by the Indian Civil Service Examiners in that subject for the time being.

8. It will be observed that in the above draft of rules, I have suggested that all appointments should be made in London. I think that this condition ought to be insisted on for a Covenanted Educational, as for a Covenanted Civil Service. Natives wishing to enter the Service, either as Professors or First Grade High Schoolmasters, would be able to do so by attending the competition (of which six months' notice would be given) in London. I need hardly expatiate on the reasons which render such a proviso most desirable.

9. It only remains for me to explain why I thought that the reason mentioned in the 14th paragraph of my letter, No. 1552 under reference, might be sufficient to justify a pension after 14 years, being granted to higher Educational officers. Government points out that some of the Educational appointments are not *teaching* appointments, but the fact is that only the Director's and Inspectors' appointments (that is five or six officers out of 30) are other than teaching appointments; so that four-fifths of the entire proposed service would come directly under the terms of Dr. Arnold's dictum, and even with regard to the Director and the

Inspectors it would be equally true that a tolerably frequent introduction of "new blood" is highly desirable.

10. In suggesting a short term for the attainment of pension in the Educational Service it will be observed that I have at the same time proposed an extremely modest amount of pension. Should Government wish the time of service prolonged for persons holding Educational offices, I trust they will see fit to grant at the same time a higher rate of pension.

11. Should Government think the difficulties which I have above stated to the amalgamation of the Educational with the Covenanted Civil Service, not insurmountable, I can only say that no one would more gladly welcome than myself such an amalgamation.

I have the honour, &c.,

A. GRANT,
Director of Public Instruction.

No. 163.

EDUCATIONAL DEPARTMENT,
Bombay Castle, 5th April 1867.

The Under-Secretary to the Government of India, No. 2673, dated the 16th March 1867. States, with reference to Government No. 4, dated the 31st January last, that the Government of India are unable to recommend to the Secretary of State Sir A. Grant's proposal for the constitution of a small Covenanted Educational Service separate from the General Educational Service.

RESOLUTION.—Copy of the Government of India's letter should be forwarded to the Director of Public Instruction, with reference to previous correspondence.

(Signed) C. GONNE,
Secretary to Government.

To the Director of Public Instruction (with copy of the above letter.)

No. 2673.

From A. P. HOWELL, Esq.,
Under-Secretary to the Government of India.

To W. WEDDERBURN, Esq.,
Acting Secretary to the Government of Bombay.

Dated Fort William, the 16th March 1867.

HOME DEPARTMENT.

SIR,—I am directed to acknowledge the receipt of your letter No. 4, dated 31st January, submitting a correspondence on the subject of placing the higher appointments of the Educational Service of the Bombay Presidency on a new and better footing.

2. In reply I am directed to state that the Governor General in Council regrets that he is unable to recommend to the Secretary of State Sir A. Grant's proposal for the constitution of a small Covenanted Educational Service separate from the General Educational Service.

I have the honour, &c.,

(Signed) A. P. HOWELL,
Under Secretary to the Government of India.

(True copy)

(Signed) A. COWAN,
Assistant Secretary.

APPENDIX G.

REPORT BY DR. BÜHLER ON HIS TOUR TO SOUTHERN MARATHA COUNTRY IN SEARCH OF SANSKRIT MANUSCRIPTS.

To Sir A. GRANT, Bart.,
Director of Public Instruction, Bombay.

SIR,—I have the honour to place before you my report on the results of my Tour in the Southern Marâṭha Country and Kanara, made in November and December 1866 and January 1867, in search of Sanskrit Manuscripts for the Government of Bombay.

2. According to your instructions I started from Puna on November the 2nd. As the Quarter Master General declared himself unable to provide me with a tent for my journey, I had throughout on my tour to restrict myself to those parts of the country where I could find Traveller's Bungalows, or other suitable house accommodation. I followed, therefore, with occasional excursions to places within easy reach from a Traveller's Bungalow, the main road which leads through Sattara to Belgaum and Dharwar, and thence through Hubali to Karwar, and returned by the same route. The chief towns visited by me were Wâi, Sattara, Pâl, Karhâḍ, Ashte, Kolhapur, Sângli, Miraj, Kaghul, Nipâṇi, Sankeshwar, Belgaum, Dharwar, Nargund, Hubali, Yellapur, and Karwar.

3. In attempting to carry out your orders, I felt that, considering the greatness of the field of Sanskrit literature, it would be necessary, in order to fulfil the generous intentions of the Bombay Government, and to further really the interest of Sanskrit philology, to settle in advance certain principles which were to guide me in my operations. A primary object, of course, must be to search

for Sanskrit works, hitherto unobtainable, the recovery of which might contribute to the solution of some of the many pending questions of Sanskrit philology.

But besides keeping this object in view, the peculiar circumstances of Bombay seemed to make it advisable for me to direct my attention also to certain other classes of manuscripts. Unlike the other Presidencies of India, Bombay possesses no large collection of Sanskrit manuscripts. In Bombay itself there is only a comparatively speaking, small (though valuable) number of manuscripts belonging to the Bombay Branch of the Royal Asiatic Society. There are a dozen volumes in the Elphinstone College Library, and perhaps as many more in the High Court. Nor will the Bombay Sanskritist find much in the libraries of the public institutions at Puna. There are perhaps a hundred works in the old Puna College Library, kept in the Vishrâmbâg, and sixty-seven more in the collection procured by Dr. Haug for the Government of Bombay, and deposited in the Puna College.

Under these circumstances it was the obvious duty of any person collecting new manuscripts to try to supplement the existing Libraries of Bombay and Puna, and to direct his attention to the acquisition of important works, which though perhaps easily obtainable elsewhere, were wanting in the collections here, and also, in some cases, of new and better manuscripts of already accessible books.

A third consideration which must influence the collector was the necessity of providing suitable materials for those young Sanskritists who have undertaken to assist in the edition of the Bombay Series of Sanskrit Classics, which was proposed last year by Dr. Kielhorn and myself, and received so cordial an approbation from you and from the Government of Bombay.

4. In order to realize these objects, firstly was prepared a list of such works, the acquisition of which seemed particularly desirable, and copies of this list were placed in the hands of all Shastris and other persons, who showed themselves ready to assist in the search for manuscripts.

Secondly all obtainable lists of books which were in the possession of Shastris and other native gentlemen in the places visited,

were collected and carefully examined. Whenever anything promising to be of interest was found in them, the manuscripts were examined either by myself or by my Shastri and other assistants.

Thirdly I invited the Shastris and Sanskrit Scholars of every town visited to meet me, and used these meetings to explain the objects of my mission, to make inquiries regarding manuscripts, and to discuss with them in their own sacred language, interesting points of Sanskrit philology and letters. I hoped, by a personal acquaintance, and by showing a real interest in their ancient language and culture, to remove, or at least to lesson the aversion, which natives generally have, to giving or even showing their books to strangers, and particularly to foreigners.

5. The first result of these arrangements was that I received a number of lists of manuscripts from private libraries existing in Puṇa, Satṭâra, Kelgaum, Ashte, Kolhapur, Sângli, Nipâṇi, Sankeshwar, Yamkhandmardi, Belgaum, Dharwar, Nargund, Navalgund, and Hubali, amongst which those of Mr. Bhau Shastri Dîkshit at Sattara, and of Mr. Limaye at Ashte, are by far the most important. The libraries of these two gentlemen surpass all the rest in extent, and are also richest in unique or rare books. Mr. Limaye's collection contains 147 pothis or bundles, and that of Mr. Dîkshit appears to be even larger. The former seems to have been only recently made, whilst the latter is, partially at least, very old. A great many of the manuscripts which Mr. Dîkshit placed at my disposal with a liberality far in advance to the general spirit of the Brahman possessors of libraries, were very ancient, and written in Kayasth and Guzerat handwriting. Next after these two the list of the Râjâs of Kolhapur and Sângli, that of a Shastri at Kolhapur, and one from Nargund deserve to be mentioned.

Unfortunately none of the lists, with the exception of that from Ashte, gives more than short titles of the works, which are frequently quite insufficient to identify them with certainty, and in several cases personal examination of the libraries convinced me that the lists were untrustworthy. Important works are entered under wrong titles, and often books which still figure in the lists, on inquiry turn out to be lost. Though therefore most of these lists are of, comparatively speaking, small value, still it might be of in-

terest to Sanskritists, if selections of the contents of the more correct ones were made public. For I do not doubt, that in many cases it would be possible to procure copies or collations of the works contained in them for Sanskritists, who might be anxious to have such.

6. The number of manuscripts bought, copied, or ordered for copying, amounts up to the present time to nearly two hundred, and it is to be hoped that eventually their number will be increased as fresh lists and offers of single books and even larger collections continue to be made.

I shall now proceed to enumerate the more important acquisitions. It is, however, for the present impossible for me to enter into detailed descriptions of these works, as in very many cases I have only been able to obtain a cursory inspection of them :—

I. Manuscripts of the Vedas and Vedangas, and of their commentaries.

A. Brâhmanas.

(1). The Gopatha Brâhmana of the Atharva Veda.

MSS. of this work are extremely rare. A complete copy exists at Ashte, from which this copy has been ordered. Regarding the work and the MS. in London, see M. Müller, *Hist. Sansk. Lit.* p. 446—599.

(2). Ekavâi or Ekavâyî Brâhmana. Ashte Pothi No. 121.

I am as yet unable to give any information regarding this book, as I never found it mentioned anywhere, and I was not allowed to examine the MS. myself. As it is placed in the Ashte Catalogue amongst the MSS. belonging to the Atharva Veda, it may be supposed that it belongs to this Veda. According to my Shastri's extracts, the manuscript begins :—

Sa vâi sambhârân sambharati tadvâ enâchitthâchchetthâchchâ (?) Sambhâra iti tadeva sambhârânâm sambhâratvam (ekavâi Brâhmaṇam.)

And it ends :

Tasmâdâhus châturmâsyâyâjinam (?) nanuvindatiti paramâm hyeva sa lokam paramâm jitim jayatîti [iti ekavâyî brahmanasyâshtamodhyâyaḥ].

It may be observed that the Ashte list, which is rich in works belonging to the Atharvaveda mentions also an Atharvaveda bhâshya. But though I carefully examined the bundle in which it ought to have been lying it was not to be found. In its stead lay an accentuated MS. of the Saṁhitâ of the A. V. Mr. Limaye states that the bundle never contained anything else than this book, and that the statement in the list is a mistake.

B. Sûtras.

(1.) The Hiraṇyakeśi Sûtras, Śrauta Gṛihya and Dharma complete.

One MS. of the text, and one MS. in which the first and last are accompanied by the Commentaries of Mahâdeva, the second by that of Mâtṛidatta.

(2.) The Âpastamba Dharmasûtra, with the Commentary of Haradatta.

This work, which is one of the oldest authorities of the Hindu law, appears to be rare in the public libraries of Europe. In India a good number of copies are to be had.

Both the text and the commentary are of great interest also for this reason, that they are nearly literally the same as the Hiraṇyakeśidharma and its Commentary by Mahâdeva. Both Commentaries, also, are entitled "Ujjvalâ."

(3.) The Âpastamba Śulvasûtra.

(4.) The Bhaudhâyana sûtras, both Śrauta and Gṛihya, with the Commentary of Bhavasvâmin.

(5.) The Kauśikagṛihyasûtra.

This is the same work as that which Dr. Haug brought from Guzerat under the title Âtharvaṇagṛihyasûtra, and as that which is described in the Berlin Catalogue, No. 362, under the title *Kauśikasûtra.*

(6.) The Bharadvajasûtra, with the Kapardibhâshya.

C. Prâtiśâkhyas and Pariśishtas.

(1.) The Prâtiśâkhya of the Black Yajurveda, with the commentary called Tribhâshyaratna. MSS. of this work are not very rare on this side of India, though few if any have found their way into the public libraries, or to Europe.

(2.) The Prâtiśâkhya of the White Yajurveda, with the Commentary of Uvaṭa, that called the Jyotsnâ, and portions of a Commentary by Anantabhaṭṭa, the son of Nâgadeva.

(3.) Paris'ishtas of the White Yajurveda, chiefly on the pronunciation of the texts, amongst which the Bṛihadyâjnavalkya S'îkshâ, the Kâtyâyanîya S'îkshâ, the Bhâshikasûtra of Katyâyana, the Pratijñâsûtra of Kâtyâyana, and the Avasânasûtra of Vyâdi, may be specified.

The Bhâshikasûtra, attributed to Kâtyâyana, an analysis of which has been prepared by Dr. Kielhorn, settles the question regarding the accents of the S'atapatha-brâhmaṇa, and shows that this Brâhmaṇa is to be recited with two accents only. All these small treatises were, I believe, hitherto unknown to the Sanskrit scholars of Europe.

(4.) The Atharvaveda Paris'ishtas.

Two complete copies of the seventy-four Paris'ishtas of this veda, as well as one copy containing the first half, have come to light. One of the complete copies belonging to Mr. Dîkshit at Sattara, seems to be much more correct than the defective Berlin copy, and the apograph of a Guzerat manuscript deposited by Dr. Haug in the Puṇa College. With the help of these new manuscripts it would, no doubt, be possible to bring out an edition of the Nighaṇṭu, and of the other interesting pieces which the collection contains.

(5.) A's'valâyana Paris'ishtas.

These form a supplement to the Gṛihyasûtras of As'valâyana.

II. Poetry and Fiction.

The following MSS. were procured with a view that they should furnish materials for the Bombay series of Sanskrit Classics :—

(1.) Kirâtârjunia, with the Commentary of Mallinâtha (two copies).
(2.) S'is'upâlavadha, with the Commentary of Mallinâtha.
(3.) Naishadhîya, with a Commentary.
(4.) Nalodaya, with Commentary (two copies).
(5.) Mṛichchhakaṭika, with a Commentary (2 copies).
(6.) Vikramorvas'î, with a Commentary.
(7.) Mâlatîmâdhava, with a Commentary.
(8.) Ratnâvalî, with a Commentary.
(9.) Mudrarâkshasa, with a Commentary.
(10.) Veṇîsaṁhâra, with a Commentary.

(11.) *a*. Kâdambarî, Text and Commentary by Vaidyanâtha Pâyagunḍe to the first half.

b. Text with Commentary on the entire work by two Jainâs, teacher and pupil.

The latter lived under the protection of Jellaleddin Akbar Shah. The MS. is very old, and comes from Gûzerat. It, most probably, is not much later than the times of the writer of the commentary.

(12) *a*. Das'akumâracharita, with a Commentary by Kavîndra Sârasvatî. (2 copies, one imperfect.)

b. The text with the metrical introduction of Apyayâmâtya, in 3 parichchhedâs.

(13.) Bhartṛihari's s'atakas, with an anonymous Commentary (2 copies).

Besides, copies were obtained of the Nâgânanda nâṭaka, Simhâsanadvâtrimsatî, S'ukasaptati, Vetâlapanchavimsatî, the Nalâyana; and of some smaller poems.

III. Philosophy.

On the Sânkhya system, the Commentary of Aniruddha on the Sûtras of Kapila was procured, and the Râjamârtâṇḍa, or Commentary by Bhoja, prince of Dhâr, on the Yogasûtras of Patanjali.

In Nyâya the oldest Commentary on the Sûtras of Gautama, the famous Vâtsyayâna bhâshya was discovered at Ashte, and a set of the current authorities, such as the Jagadîs'î, Mathurânâthî, portions of the Gadâdharî, the Kiraṇâvali, Tarkâmṛita, were partly bought old, partly ordered to be copied. Many of the latter books were found at Dharwar, where, as well as in all cities inhabited by the followers of Madhvâchârya, the Nyâya is particularly cultivated. It is there, in fact, the only branch of Sanskrit letters, with the exception of Vedânta, which is generally studied. For the Pûrvamîmâmsâ the Tantravârtika of Kumârila with a Commentary, was promised by a Shastri at Kolhapur, in whose possession it is. In Vedânta several works belonging to the Dvaita-School of Madhvâchârya were procured through the help of two native gentlemen, belonging to the Department of Public Instruction at Belgaum. The Mâdhva Brahmans showed themselves the most bigoted and illiberal of all. Though a number of them were willing to talk with me on the secular branches of Sanskrit letters, such as Nyâya, Law, &c., they

refused altogether to discuss their Vedânta, and to part with or to show me any of their books. Had it not been for two of them, who had received an English education and are now in the Department, I should most likely have got nothing. Amongst the Mâdhva books copied or being copied I mention the Vedanta sûtra-bhâshya, the Anubhâshya, the Chandrikâ, the Sudhâ, the Madhvavijaya or life of Madhva, the Vâyustotra, and the Bhârata and Bhâgavatatâtparyas. Besides the books of the Madhva sects, I ordered also a number of works belonging to the Lingâyats, who likewise profess to base their doctrines on the Vedânta Sûtras. Several lists of the works which they esteem highest, together with notes on the authors and a quantity of interesting details regarding the worship and ceremonies of this sect, were given to me by two educated members of the caste. And even a copy of their fundamental work, the Nîlakaṇṭha-bhâshya on the Vedântasûtras was promised.

IV. Grammar.

A. System of Pâṇini.

(1.) The Mahâbhâshya of Patanjali.

In the course of my researches a great many copies of this famous work, accompanied by the glosses of Kaiyaṭa and Nâgojî, have come to light. Though it did not seem advisable to have a copy made of the book, because a new copy would most likely be very expensive, and old MSS. will be procurable in time at a much cheaper rate, still it will be interesting to Sanskritists to know that any one who wishes to prepare an edition of the work can find in this Presidency ample materials for it. Several of the copies shown to me are old and good, and it might be possible to obtain a loan of them for collation.

(2) *Kâs'ikavivaraṇapanchikâ*, by Jinendrabuddhi.

A part of this work, the oldest commentary on the Kâs'ikâ vṛitti of Pâṇini's Sûtras, was found in Sattara in the library of Mr. Dîkshit. The owner was not aware of its existence, and in the Catalogue it was entered as Kâs'ikavivaraṇa. The MS. contains the comment on the second Adhyâya of Pâṇini, and is numbered *f.* 170—238. It is written in the so-called Kâyasth hand-writing, and apparently very old. The Vivaraṇapaṇchika, hitherto, was thought to be lost. The recovery even of this portion has a peculiar interest, as its

author was a *Bauddha*. He is called Bodhisattvades'îya, "almost a Bodhisattva," in the subscriptions at the end of each Pâda. The book must therefore have a considerable antiquity.

(3) The Padamanjarî of Haradatta.

The well known commentary on the Kas'ikâvritti; younger than the preceding. (Adhyâyas II. III. IV. (twice); V. VI. VII. VIII.)

(4). The Prayogavivekasaṁgraha of Vararuchi, with a Commentary.

This work is written in S'lokas, and contains three Paṭalas (25 S'l. in all). It gives syntactical rules according to Pâṇini's system. I have not seen it noticed by any European Sanskritist. A good many verses from it are quoted in modern Indian books on elementary grammar. A fragment of the same work, copied in Madras, is in my own possession.

(5) Mâdhavîya Dhâtuvṛitti.

Two copies were found of this work, which, though well known in Europe, is rare and little used in India, at least in this Presidency. Both the Manuscripts have a peculiar interest thereby that they are very old. One of them in a library at Nargund is dated S'akedvivedabhûmitetha vikrame, in the S'aka year, measured by the two, the four, and the one, and (corresponding to) the Saṁvatsara called Vikrama. It follows from the latter statement that the S'aka year meant is 1442 or 1520. A. C. The MS. was, therefore, written about a hundred years after Sâyaṇa.

(6). The Prakriyâkaumudî, with the Commentary of Viṭhalâchârya.

(7). The Laghus'abdendus'ekhara of Nâgojîbhaṭṭa.

Besides these larger works some smaller ones, such as a Phiṭsûtravṛitti, two Uṇâdivṛittis, one by Ganghâdhara, and one a fragment, the Taddhita kosha of Bhavadeva, Sîradeva paribhâshâs, were procured.

B. The Kâtantravyâkaraṇa, with the Commentary of Durgasiṁha.

C. Sârasvatavyâkaraṇa.

D. The Haimavyâkaraṇa, by Hemachandra, with a Commentary.

The work is interesting, because it is based rather on Sâkaṭâyana than on Pâṇini's grammar. Complete copies are very rare, though

the eighth chapter on the Prakrit dialects is met with frequently. With the Haimavyâkaraṇa agrees the Kriyâratna, a book on conjugation of verbs by Guṇaratnasûri, a Jaina. Besides there are two grammatical works which I was unable to identify during a cursory inspection. I must therefore content myself for the present with stating their titles. They are 1st, S'abdasobhâ, and 2nd, Rijuprajñavyâkaraṇa (a large fragment of an elementary grammar). Lastly Manuscripts of the Vaiyakaraṇabhûshaṇa, and of the Vâkyaprakâs'a were obtained. The latter treats of syntactical questions.

V. Koshas.

Among the MSS. of Koshas, the following more important ones may be mentioned. The Amarakosha with the Commentaries of Râyamukuṭa, Bhânudîkshita, and Liṅgabhaṭṭa, the Vis'vakosha, the Dhanaṁjayakosha, the Nânârthamâlâ, and some smaller glossaries, such as the Nighaṇṭus'esha of Hemachandra. The latter work gives the names of trees, bushes, creepers, vegetables, grasses, and species of corn, in six Kâṇḍas and 200 S'lokas.

VI. Dharma.

In this branch three new Smritis, attributed respectively to Kas'yapa, Daksha, and Likhita, came to light. All three treat of the A'châra only. The first consists of Sûtras, prose mixed with verse, and like the Us'anas and Budha Smṛitis, it seems to be a fragment of some old Dharmasûtra. For this reason it is of some interest. The Daksha, and Likhita Smṛitis are both in verse. The former contains eight, the latter six adhyâyas. They distinguish themselves from the tracts usually designated by the names of those Rishis through their greater extent. Possibly they may be fragments of the large old Daksha and Likhita Dharmas'âstras. Of a comparatively greater importance is the acquisition of a good old MS. of the entire Vâsishṭha Smṛiti, in Sûtras mixed with verse. Most of the MSS. bearing this title contain seven or ten adhyâyas, and are styled Laghu Vâsishṭha, the small Vâsishṭha. The Calcutta edition of this work has twenty-one adhyâyas, and one MS. in my possession breaks off in the twenty-ninth chapter. The MS. now found has twenty-nine chapters, and the manner of the conclusion which ends with an invocation of Vasishṭha, the son of Mitra and Varuṇa, leaves no doubt that it is complete. I am not aware that another complete MS. exists.

Besides these Smṛitis a copy was procured of the Gautamîyâ Mitâkshrâ, the well known commentary of Haradatta on Gautama's Institutes of Law. This MS., which was copied at Belgaum, offers a redaction of the text, which stands between that of a Puṇa MS. in my possession, and that of the MS. belonging to the Asiatic Society of Bengal. Further, I procured copies of the Subodhinî by Vis'ves'vara on the Mitâksharâ, of the Dattakaustubha by Anantadeva, of the Dattârka, of the Smṛitikaumudî, of the Vyavahâroddyota by Dinakara, of the Madanaratnâkara, of the Smṛitiratnâkara, and of the Prayogapârijata. Lastly, I acquired a very old MS. of the Mitâksharâ, copied in the S'aka year 1389 or 1467 A.C., which may prove of great service for the restitution of the text of the famous law book. A superficial comparison of the text of the chapter on Inheritance with the Calcutta edition and Colebrooke's Translation, seems to show that the readings of this MS. agree mostly with those adopted by the oldest commentator, Vis'ves'vara.

VII. Astronomy.

Only one of the older Siddhântas, the Vṛiddhavâsishṭha, was obtained for copying.

VIII. Medicine.

In this branch MSS. were obtained of two ancient works, the Charaka and A'treyî Saṁhitâs. The former book, composed in Sûtras, is rare, and the latter, I believe, had not been obtained by Europeans hitherto. To these may be added the Dhanvantarinighaṇṭu, and the Sârasamuchchhaya of Kalhaṇa, the son of Bilhaṇa, on horses and diseases of horses.

IX. S'ilpas'astra.

Four books under this title were obtained from Ashṭe, viz. the Pûrtakamalâkara, work on the consecration of wells, tanks, &c., by Kamalâkara Bhaṭṭa, and three treatises of a Sûtradhâra, or carpenter, S'rîkshetrâtmajabhṛinmaṇḍana on the construction of temples and houses, and the manufacture of images of the gods.

X. Printed books, Documents in the Vernacular and English, and Curiosities.

Under this head I have to mention:—

(1.) A printed Commentary on the Bhâratachampû, by Râojî Mahârâj Upâdhyâya to H. H. the Râjâ of Kolhapur, presented by the author

(2.) A Commentary on a passage of the Bhâgavata by the same, presented by the same.

(3.) A history of the former state of Nargund, prepared according to oral tradition, and written documents in the hands of a Brahmin at Nargund, by the present Mâlkarî (in Marathi), and presented by the same.

(4). List of the Konkaṇasth Brahman families, according to their Gotras (copied from a MS. at Ashte).

(5). A list of the Konkaṇasth families studying the A'pastamba-s'âkha (copied from a MS. at Ashte).

(6). A list of the spiritual heads of the Mâdhvas (from the same place).

(7). A genealogy of S'ankarâcharya (from the same place).

(8). A history of the town of Karhâḍ (Kurrâr), presented by Mr. Arthur, Collector of Sattara.

(9). Copies of two Maps of the World according to the Hindu system (from the library of Mr. Dîkshit at Sattara).

(10). Copies of three Inscriptions from Kolhapur.

(11). A set of Sacrificial Implements, used by the Lingâyats, from Dharwar.

7. In concluding this sketch of the results of my tour, I cannot omit to acknowledge my great obligations to the Collectors of Sattara, Belgaum, and Dharwar, to the Political Resident at Kolhapoor, and to the Educational Inspector S.D., who assisted me in various ways with the greatest kindness and readiness. I have also to mention the great assistance which I received from a number of native gentlemen, especially from Mr. Gopâl Nene Head Master of the Anglo-Vernacular School, Sattâra, Mr. Nârayan Baput, Deputy Educational Inspector, Sattara, and Mr. Vâman Agarkar, Assistant Deputy Educational Inspector, Sattara, Mr. Hari K. Sohoni, Moonsiff at Ashte, Mr. Khrishṇarâo Bhikaji, Head Master English School, Kolhapur, Mr. Chambasappa Basvanappa, Deputy Educational Inspector Belgaum, Mr. Venkaṭaranga, Principal Belgaum Training School, Mr. Bhujangrâo Hulgolekar, Assistant in the same School, Mr. Nâgeshrâo, Deputy Educational Inspector, Dharwar, and the Mâlkarî of Nargund.

Amongst these Mr. Nene, Mr. H. K. Sohoni, Mr. Bh. Halgalkar, Mr. Krishnarao Bhikaji, and the Malkari at Nargund have kindly undertaken the task of supervising the copying of the MSS. selected by me.

8. Finally I beg to state, that the funds placed by Government in my hands will not be exhausted, even when all the MSS. ordered at present have been paid for, and that with a further grant it would be possible, at least to double the extent of the collection. Should I, therefore, be permitted to continue my labours of collecting, and should the Government see fit to unite with the newly acquired MSS. the older already existing collections, it would be possible to form a Sanskrit library, which might go far towards satisfying the wants of our Sanskrit students, and encourage them to make independent researches.

G. BÜHLER,

Professor of Oriental Languages, Elphinstone College.

Bombay, 12th February 1867.

APPENDIX H.

ACT NO. XXV. OF 1867, FOR THE REGULATION OF PRINTING PRESSES AND NEWSPAPERS, FOR THE PRESERVATION OF COPIES OF BOOKS PRINTED IN BRITISH INDIA, AND FOR THE REGISTRATION OF SUCH BOOKS.

ACT NO. XXV. OF 1867.

An Act for the regulation of Printing-presses and Newspapers, for the preservation of copies of books printed in British India, and for the registration of such books.

Whereas it is expedient to provide for the regulation of printing-presses and of periodicals containing news, for the preservation of three copies of every book printed or lithographed in British India, and for the registration of such books; It is hereby enacted as follows:—

Preamble.

PART I.

Preliminary.

1. In this Act—unless there shall be something repugnant in the subject or context—

Interpretation clause.

"Book" includes every volume, part or division of a volume, and pamphlet, in any language, and every sheet of music, map, chart, or plan separately printed or lithographed:

"Book."

"British India" means the territories which are or shall be vested in Her Majesty or Her Successors by the Statute 21 & 22 Vic., cap. 106 (*An Act for the better Government of India*), other than the Settlement of Prince of Wales' Island, Singapore, and Malacca:

"British India."

"Magistrate" means any person exercising the full powers of a Magistrate, and includes a Magistrate of Police and a Justice of the Peace:

"Magistrate."

Number. Gender.

Words in the singular include the plural and *vice versa*; words denoting the masculine gender include females.

"Local Government."

And in every part of British India to which this Act shall extend "Local Government" shall mean the person authorized by law to administer Executive Government in such part, and includes a Chief Commissioner.

Repeal of Act XI. of 1835.

2. Act No. XI. of 1835 is hereby repealed, except so far as it repeals any regulations, and except as to acts done, offences committed, and liabilities incurred, before the passing of this Act. In any territory acquired by the East India Company or Her Majesty since the passing of the said Act No. XI. of 1835, such Act shall, so far only as regards acts, punishments, and fines purporting to have been done, inflicted, and levied thereunder, be deemed to have been in force from the date of such acquisition up to the date of passing this Act.

PART II.

Of Printing-presses and Newspapers.

Every printed book or paper to bear name of printer and publisher.

3. Every book or paper printed within British India shall have printed legibly on it the name of the printer and the place of printing, and (if the book or paper be published) of the publisher, and the place of publication.

Keeper of printing-presses to make declaration.

4. No person shall within British India keep in his possession any press for the printing of books or papers who shall not have made and subscribed the following declaration before the Magistrate within whose local jurisdiction such press may be.

"I, *A. B.*, declare, that I have a press for printing at ———." And this last blank shall be filled up with a true and precise description of the place where such press may be situate.

Rules as to publication of printed periodicals containing public news.

5. No printed periodical work, containing public news or comments on public news, shall be published in British India, except in conformity with the rules hereinafter laid down:

(1.) The printer and the publisher of every such periodical work shall appear before the Magistrate within whose local jurisdiction such work shall be published, and shall make and subscribe in duplicate, the following declaration :

"I, *A. B.*, declare, that I am the printer (*or* publisher, *or* printer and publisher) of the periodical work entitled —— and printed (*or* published, *or* printed and published, *as the case may be*) at ——."

And the last blank in this form of declaration shall be filled up with a true and precise account of the premises where the printing or publication is conducted :

(2.) As often as the place of printing or publication is changed, a new declaration shall be necessary.

(3.) As often as the printer or the publisher, who shall have made such declaration as is aforesaid, shall leave British India, a new declaration from a printer or publisher resident within the said territories shall be necessary.

Authentication and deposit of declaration.

6. Each of the two originals of every declaration so made and subscribed as is aforesaid, shall be authenticated by the signature and official seal of the Magistrate before whom the said declaration shall have been made. One of the said originals shall be deposited among the records of the Office of the Magistrate, and the other shall be deposited among the records of the High Court of Judicature or other Court within the local limits of whose ordinary original Civil Jurisdiction the said declaration shall have been made. The officer in charge of each original shall allow any person to inspect that original on payment of a fee of one rupee, and shall give to any person applying a copy of the said declaration, attested by the seal of the Court which has the custody of the original, on payment of a fee of two rupees.

Inspection and copies of declaration.

Office copy of declaration to be *prima facie* evidence.

7. In any legal proceeding whatever, as well Civil as Criminal, the production of a copy of such declaration as is aforesaid, attested by the seal of some Court empowered by this Act to have the custody of such declarations shall be held (unless the contrary be proved) to be sufficient evidence, as against the person whose name shall be subscribed to such declaration, that the said person was printer or

publisher, or printer and publisher (according as the words of the said declaration may be) of every portion of every periodical work whereof the title shall correspond with the title of the periodical work mentioned in the declaration.

New declaration by persons who have signed a declaration and subsequently ceased to be printers or publishers.

8. Provided always, that any person who may have subscribed any such declaration as is aforesaid, and who may subsequently cease to be the printer or publisher of the periodical work mentioned in such declaration, may appear before any Magistrate, and make and subscribe in duplicate the following declaration :—

"I, *A.B.*, declare that I have ceased to be the printer (*or* publisher, *or* printer and publisher) of the periodical work entitled————."

Each original of the latter declaration shall be authenticated by the signature and seal of the Magistrate before whom the said latter declaration shall have been made, and one original of the said latter declaration shall be filed along with each original of the former declaration. The officer in charge of each original of the latter declaration, shall allow any person applying to inspect that original on payment of a fee of one rupee, and shall give to any person applying a copy of the said latter declaration, attested by the seal of the Court having custody of the original, on payment of a fee of two rupees. In all trials in which a copy attested as is aforesaid, of the former declaration shall have been put in evidence, it shall be lawful to put in evidence a copy, attested as is aforesaid, of the latter declaration, and the former declaration shall not be taken to be evidence that the declarant was, at any period subsequent to the date of the latter declaration, printer or publisher of the periodical work therein mentioned.

PART III.

Delivery of Books.

Three Copies of books printed after this Act comes into force, and of all subsequent editions, to be delivered to Government within a month.

9. Three printed or lithographed copies of the whole of every book which shall be printed or lithographed in British India after this Act shall come into force, together with all maps, prints, or other engravings belonging thereto, finished and coloured in the same manner as the best copies of

the same shall be produced, and also of any second or subsequent edition which shall be so produced with any additions or alterations, whether the same shall be in letter-press or in the maps, prints, or other engravings belonging thereto, and whether the first edition of such book shall have been produced before or after this Act shall come into force, shall, within one calendar month after the day on which any such book shall first be delivered out of the press, and notwithstanding any agreement (if the book be published) between the printer and publisher thereof, be delivered by the printer, bound, sewed, or stitched together, and upon the best paper on which the same shall be printed or lithographed, at such place and to such officer as the Local Government shall, by notification in the official *Gazette*, from time to time direct. The publisher or other person employing the printer shall, at a reasonable time before the expiration of the said month, supply him with all maps, prints, and engravings, finished and coloured as aforesaid, which may be necessary to enable him to comply with the requirements aforesaid. Nothing in the former part of this Section shall apply to any periodical work published in conformity with the rules laid down in Section 5 of this Act.

Receipt and payment for copies.

10. Such officer shall thereupon give a receipt in writing for the copies so received, and, if the book is for sale to the public, shall, on the publication thereof, pay the publisher for the same copies at the rate at which the book shall be *bona fide* sold for cash to the public.

Disposal of the three copies.

11. One of such copies shall be transmitted to the Secretary of State for India, another copy shall be disposed of as the Governor General of India in Council shall from time to time, by general or special order, direct, and the remaining copy shall, after a memorandum containing the particulars hereinafter mentioned respecting the book shall have been registered as hereinafter provided, be deposited in such public library, or be otherwise disposed of, as the Local Government shall from time to time determine.

PART IV.

Penalties.

Penalty for printing contrary to rule in Section 3.

12. Whoever shall print or publish any book or paper otherwise than in conformity with the rule contained in Section 3 of this Act, shall, on conviction before a Magistrate, be punished by fine not exceeding five thousand rupees, or by simple imprisonment for a term not exceeding two years, or by both.

Penalty for keeping a press without making declaration required by Section 4.

13. Whoever shall keep in his possession any such press as aforesaid, without making such a declaration as is required by Section 4 of this Act, shall, on conviction before a Magistrate, be punished by fine not exceeding five thousand rupees, or by simple imprisonment for a term not exceeding two years, or by both.

Punishment for making false statement.

14. Any person who shall, in making any declaration under the authority of this Act, make a statement which is false, and which he either knows or believes to be false, or does not believe to be true, shall on conviction before a Magistrate, be punished by fine not exceeding five thousand rupees, and imprisonment for a term not exceeding two years.

Penalty for printing or publishing periodicals without conforming to rules.

15. Whoever shall print or publish any such periodical work as is hereinbefore described, without conforming to the rules hereinbefore laid down, or whoever shall print or publish, or shall cause to be printed or published, any such periodical work, knowing that the said rules have not been observed with respect to that work, shall, on conviction before a Magistrate, be punished with fine not exceeding five thousand rupees, or imprisonment for a term not exceeding two years, or both.

Penalty for non-delivery of books.

16. If any printer of any such book as is referred to in Section 9 of this Act, or of any second or subsequent edition of any such book, shall neglect to deliver three copies of the

same pursuant to this Act, he shall for every such default, forfeit, besides the value of the copies which he ought to have delivered, a sum not exceeding fifty rupees, to be recovered by the said officer on conviction before a person exercising any of the powers of a Magistrate. If any publisher or other person employing any such printer shall neglect to supply him in manner aforesaid with the maps, prints, or engravings, finished and coloured as aforesaid, which may be necessary to enable him to comply with the provisions of the same Section, such publisher or other person shall, for every such default, forfeit, besides the value of the said maps, prints, or engravings which he ought to have supplied, a sum not exceeding the said amount, and such sum shall be recovered in manner last aforesaid.

Mode of recovering fines.

17. All pecuniary penalties imposed under this Act may be recovered, if for offences committed outside the local limits of the towns of Calcutta, Madras, and Bombay, in the manner prescribed by the Code of Criminal Procedure, and if for offences committed within those limits, in the manner prescribed by any Act for regulating the Police of such towns in force for the time being. All such penalties shall be disposed of as the Local Government shall from time to time direct.

PART V.

Registration of Books.

Registration of memoranda of books.

18. There shall be at kept at such office, and by such officer as the Local Government shall appoint in this behalf, a book to be called a Catalogue of Books printed in British India, wherein shall be registered a memorandum of every book which shall have been delivered pursuant to Section 9 of this Act. Such memorandum shall (so far as may be practicable) contain the following particulars (that is to say) :—

(1.) The title of the book and the contents of the title-page, with a translation into English of such title and contents, when the same are not in the English language :

(2.) The language in which the book is written:

(3.) The name of the author, translator, or editor of the book, or any part thereof:

(4.) The subject:

(5.) The place of printing and the place of publication:

(6.) The name or firm of the printer and the name or firm of the publisher:

(7.) The date of issue from the press or of the publication:

(8.) The number of sheets, leaves, or pages:

(9.) The size:

(10.) The first, second, or other number of the edition:

(11.) The number of copies of which the edition consists:

(12.) Whether the book is printed or lithographed:

(13.) The price at which the book is sold to the public; and

(14.) The name and residence of the proprietor of the copyright, or of any portion of such copyright.

Such memorandum shall be made and registered in the case of each book as soon as practicable after the delivery of the copies thereof in manner aforesaid. Every registration under this Section shall, upon payment of the sum of two rupees to the officer keeping the said Catalogue, be deemed to be an entry in the Book of Registry kept under Act No. XX. of 1847 (*for the encouragement of learning in the Territories subject to the government of the East India Company, by defining and providing for the enforcement of the right called copyright therein*); and the provisions contained in that Act as to the said Book of Registry shall apply, *mutatis mutandis*, to the said Catalogue.

Publication of memoranda registered.

19. The memoranda registered during each quarter in the said Catalogue shall be published in the local *Gazette*, as soon as may be after the end of such quarter, and a copy of the memoranda so published shall be sent to the said Secretary of State, and to the Secretary to the Government of India in the Home Department respectively.

PART VI.

Miscellaneous.

Power to make rules.

20. The Local Government shall have power to make such rules as may be necessary or desirable for carrying out the objects of this Act, and from time to time to repeal, alter, and add to such rules. All such rules, and all repeals and alterations thereof, and additions thereto shall be published in the local *Gazette*.

Power to exclude any class of books from operation of Act.

21. The Governor General of India in Council may, by notification in the *Gazette of India*, exclude any class of books from the operation of the whole or any part or parts of this Act.

Continuance of Act.

22. Part III., and Section 16, and Part V. of this Act shall remain in force until the Governor General of India in Council shall declare to the contrary by notification in the *Gazette of India*.

Commencement of Act.

22. This Act shall come into operation on the first day of July 1867.

WHITLEY STOKES,
Asst. Secy. to the Govt. of India,
Home Dept. (Legislative).

APPENDIX I.

RETURN of the Books patronized and Periodicals subscribed and paid for by the Director of Public Instruction, during the year 1866-67.

No.	Names of Periodicals and Publications.	By whom edited or published.	In what Language.	No. of Copies subscribed for.	Total No. of Copies received.	Price per Copy.	Total Amount paid during the year.	Remarks.
1	2	3	4	5	6	7	8	9
						Rs. a. p.	Rs. a. p.	
1	Bombay Educational Record..	T. B. Kirkham, Esq.	English ..	69	678	0 6 0	202 8 0	
2	Madras Journal of Education.	Messrs. Graves, Cookson, & Co....	Ditto ..	10	110	0 3 6	116 0 0	
3	Bombay Builder.....	Manager Bombay Builder	Ditto ..	1	11	2 8 0	30 0 0	
4	Marathi School Paper	Krishna Shastri Chiplunkar, Esq.	Marathi ..	62	682	0 1 6	57 3 0	
5	Marathi Dnyan Prasarak	Marathi Dnyan Prasarak Society..	Ditto ..	50	350	0 4 0	50 0 0	
6	Sarva Sangraha	Mr. Mahadeo Chundroba	Ditto ..	24	312	0 8 0	168 0 0	
7	The Pandit.....	Messrs. E. J. Lazarus & Co.	Sanskrit ..	2	20	0 1 0	....	
8	Guzerathi School Paper.....	Rao Saheb Maheptram Rupram ..	Gujarati ..	104	1,144	0 1 4	100 0 0	
9	Buddhi Prakash	Guzerath Vernacular Society.....	Ditto ..	30	330	0 1 4	30 0 0	
10	Buddhi Vardhak Magazine ..	Buddhi Vardhak Society	Ditto ..	34	816	0 3 0	146 4 0	
11	Guzerathi Dnyan Prasarak ..	Guzerath Dnyan Prasarak Society.	Ditto ..	20	240	0 6 6	97 8 0	
12	Essay on Domestic Reform ..	Mr. Gunput Luxumon	English ..	....	10	2 0 0	20 0 0	
13	Arabian Nights, Part IV....	Krishna Shastri Chiplunkar, Esq..	Marathi ..	....	50	1 8 0	75 0 0	
						Total..Rs	1,092 7 0	

APPENDIX J.

STATEMENT showing the Application of the sum of Rupees (15,000) *Fifteen Thousand, for the Encouragement of Literature during the year* 1866-67.

No.	Name and Subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copy-right paid to Author or Translator.	Number of Copies Printed.	Number of Copies Purchased from Author, Translator, Editor, or Publisher.	Total Amount.
1	2	3	4	5	6	7	8
				Rs. a. p.			Rs. a. p.
1	*Megha Dūta* (Cloud Messenger, a Sanscrit Poem, by Kálidasa).	Krishná Shástri Bhátawadekar (Editor).	Sanscrit ..	....	....	200	100 0 0
2	*Indruja Vidnyána Shástra* (A Treatise on Physiology).	Bhikaji Amrit Chobe (Author)	Marathi ..	800 0 0	....	....	800 0 0
3	*Thâne Zilhyáchen Varnana*, or Geography of the Tanna Collectorate.	Sakharam Bapuji Shete (Author).	Ditto	....	....	100	25 0 0
4	*Englandama Pravás*, or Travels in England.	Kursandás Mulji (Author) ..	Gujarati ..	....	....	300	3,600 0 0
5	*Lord Clive*.....	Messrs. Girdharlá Ranalal and Co. (Authors).	Ditto	....	....	300	240 0 0
6	*Tondâche Hisheba*, or Mental Arithmetic.	Gungadhur Govind Sapkar (Author).	Marathi ..	225 0 0	10,000	....	225 0 0
7	*Arabi Bhâshentil Suras va Chamatkariha Goshti*, or Arabian Nights, Part IV.	Krishnushastri Chipalonkar, Translator.	Ditto	....	....	100	135 0 0

8	*Hindustanachen Padyátmuka Varnana*, or Description of India in Verse.	Gunesh Daji Gadre (Author).	Ditto	....	....	....	30	0 0
9	*Guzerath Deshno Itihas*, or History of Guzerath.	Mayanlál Vakhatchand (Author).	Gujarati ..	200 0 0	....	....	200	0 0
10	*Ratna Prubhá*, a Novel	Lakshman Moreshwar Shastri Halbe (Author).	Marathi ..	....	....	300	300	0 0
11	*Hindustánácha Bhugole*, or Geography of India.	Bapu Purshotum Joshi (Author).	Ditto	300 0 0	....	....	300	0 0
12	*Chronological Tables.*	Cowasji Sorabji Patel (Author).	English ..	....	....	100	1,320	0 0
13	*Vipatti Vishe Nibandha*, or Essay on Adversity.	Mansukram Surajram (Author)	Gujarati ..	....	....	200	80	0 0
14	*Karan Ghelo*, A Historical Tale	Nandashankar Tuljashankar (Author).	Ditto	600 0 0	500	....	1,310	0 0
15	*Narma Gadya*, Prose works	Narmadashankar Lalshunkar Dave (Author).	Ditto	....	....	50	270	0 0
16	*Green's Phrases*, translated from Gujarati into Marathi.	Shadashiv Vishvanath Hate (Translator).	Anglo-Marathi.	250 0 0	....	....	250	0 0
17	*Khotara Reshami Kashida*, or a book on Silk Embroidery.	Damodar Bhau (Publisher)..	Marathi ..	....	....	208	22	14 1
18	*Mahattama Ani Laghutama Kimati*, or a Treatise on *Maxima and Minima.*	Venkatarán Ramchandra (Translator).	Ditto	246 0 0	....	....	246	0 0
19	*Milton's Samson Agonistes* (Third Edition).	Professor J. P. Hughlings (Editor).	English ..	250 0 0	....	....	250	0 0
20	*Bombay Educational Record*	Professor Oxenham and Mr. T. B. Kirkham (Editors).	Ditto	....	....	200	75	0 0
						Total..Rs.	9,838	14 1

APPENDIX K.

STATEMENT SHOWING THE NUMBER AND VALUE OF BOOKS SOLD IN THE GOVERNMENT DEPOTS DURING 1866-67.

Names of Books.	No. of Copies.	Price per Copy.			Amount.		
		Rs.	a.	p.	Rs.	a.	p.
English.							
Arnold (T. K.) Spelling turned Etymology Part I.	194	1	4	0	242	8	0
Ditto Part II. Latin *vid* English	154	2	4	0	346	8	0
Ditto English Grammar	383	2	4	0	871	12	0
Ditto Junior Grammar	9	1	12	0	15	12	0
Ditto (Edwin) Egypt of Herodotus	4	1	4	0	5	0	0
Alphabet of Animals	1	0	4	0	0	4	0
Aldrich's Logic, with Notes	1	2	0	0	2	0	0
Ditto ditto	23	0	12	0	21	0	0
Architectural Drawing	1	3	0	0	3	0	0
Arabian Nights	75	3	0	0	225	0	0
Architectural Designs, 2 vols.	1	3	0	0	3	0	0
Aitchison's Treaties and Engagements with Native Princes, 6 vols.	1	38	4	0	38	4	0
Arabian Nights	41	1	12	0	71	12	0
Atlas for Bombay Schools and Colleges, Coloured	12	7	0	0	84	0	0
Ditto ditto Plain	20	6	0	0	120	0	0
Austen's Novels, 5 vols.	1	8	12	0	8	12	0
Annals of England, 3 vols.	1	6	12	0	6	12	0
Ditto ditto	2	3	0	0	6	0	0
Ditto ditto	1	8	0	0	8	0	0
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MA'DHAVA N. SHIRGA'ONKAR,
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APPENDIX L.

ACCOUNTS OF THE ELPHINSTONE FUNDS FOR 1866-67.

No. 15 OF 1867-68.

Elphinstone Institution, Bombay,
30th April 1867.

MEMORANDUM.

The Annual Accounts of the Elphinstone and other Funds for the year ending the 31st March 1867 are herewith circulated for the examination of the Trustees of the Elphinstone Funds. They are arranged as follows :—

1. Elphinstone Funds (which includes the Elphinstone Institution and Elphinstone Professorship, together with West and Clare Scholarship Funds).
2. Gaekwar Scholarship Fund.
3. Fort Branch School Fund.
4. Soonderjee Jewajee Prize Fund.
5. Bell Prize Fund.
6. Gunputrao Vital Prize Fund.
7. Raja of Dhar Prize Fund.

2. To enable the Trustees to examine the first in detail the items have been set down separately. The rest presenting only one item, viz. the value of Prizes, require no further explanation.

3. With reference to the Annual Accounts of the Elphinstone Institution it will be observed that the Receipts have been Rs. 32,885-7-4, and Disbursements Rs. 33,089-10-0, leaving therefore a deficit of Rs. 204-2-8.

4. The Annual Accounts of the Elphinstone Professorship Fund show that during the past year Rs. 50,842-13-5 have been disbursed, and Rs. 28,267-10-8 have been received, leaving also a deficit of Rs. 22,575-2-9.

5. On account of the West Scholarship Fund Rs. 1,517-5-4 have been received, and Rs. 2,047-10-7 disbursed, leaving also a deficit of Rs. 530-5-3.

6. On Account of the Clare Scholarship Fund Rs. 2,033-8-0 have been received, and Rs. 2,768-4-7, expended, leaving as well a balance at debit of Rs. 674-12-7.

7. The deficit, namely Rs. 23,984-7-3, has arisen owing to our not having received interest on a number of Government notes, in consequence of their being sent to Calcutta for renewal; when the remaining interest is received, it will be appropriated for paying off the deficit.

8. In the Gaekwar Scholarship Account it will be observed that there is a balance of Rs. 96-6-9.

9. The Fort Branch School, a self-supporting School, shows a balance of Rs. 1,350-7-0.

10. With reference to the Prize Funds it will be observed that a full prize was awarded from each of the Funds.

F. STEDMAN,
Acting Secretary.

ACCOUNTS.

ELPHINSTONE

Dr. *ABSTRACT ACCOUNT of Receipts and Disbursements*

RECEIPTS.	Elphinstone Institution Fund.	Elphinstone Professorship Fund.	West Scholarship Fund.	Clare Scholarship Fund.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Interest on Funded Capital	3,262 8 0	4,626 0 0	487 0 0	537 8 0	8,913 0 0
Fees from the High School	10,869 10 0	1,960 0 0	....	....	12,829 10 0
Subscriptions	420 0 0	1,500 0 0	....	....	1,920 0 0
Allowance from Government for 11 Months	18,333 5 4	20,166 10 8	1,030 5 4	1,496 0 0	41,026 5 4
Bombay Bank's Interest on current Deposit	....	15 0 0	....	....	15 0 0
					64,703 15 4
Deficit	....	.....	....	....	23,984 7 3
Total....Rs.	32,885 7 4	28,267 10 8	1,517 5 4	2,033 8 0	88,688 6 7

We, the undersigned, have examined these Accounts, and have found them correct.

BHAU DAJI.

VENAYEKRAO JUGGONNATHJEE SUNKERSETT.

Bombay, 31st March 1867.

FUNDS.

from the 1st May 1866 to 31st March 1867. **Cr.**

DISBURSEMENTS.	Elphinstone Institution Fund.	Elphinstone Professorship Fund.	West Scholarship Fund.	Clare Scholarship Fund.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Establishment of the High School	23,042 15 10	.....	....	....	23,042 15 10
Ditto of the Trustees of the Elphinstone Funds	3,200 0 0	.....	....	....	3,200 0 0
Ditto of the Elphinstone College	.....	42,342 10 10	....	....	42,342 10 10
Ditto of the West and Clare Scholarship Funds	.....	.....	2,040 7 0	2,700 15 0	4,741 6 0
Dr. Harkness's two-thirds Pension	.....	3,000 0 0	....	....	3,000 0 0
Contingencies.					
Alterations and Repairs to Buildings	6,040 7 0	.....	....	....	6,040 7 0
Books and Stationery.....	23 0 0	.....	....	....	23 0 0
Sundries	482 4 8	480 0 0	....	....	962 4 8
House Rent	.....	4,950 0 0	....	....	4,950 0 0
Pension to Native Schoolmasters	200 12 0	.....	....	....	200 12 0
Bank of Bombay Commission on Interest realized	10 2 6	21 8 11	7 3 7	7 5 7	46 4 7
Assessment Bill on the College Building	.....	48 9 8	....	....	48 9 8
Total..Rs.	33,089 10 0	50,842 13 5	2,047 10 7	2,708 4 7	88,688 6 7

F. STEDMAN, Acting Secretary.

GAEKWAR SCHOLARSHIP FUND.

DR. *Abstract Account of Receipts and Disbursements from the 1st May 1866 to 31st March 1867.* CR.

1866.		Rs.	a.	p.	1866.		Rs.	a.	p.
May 1	Balance of last year's Account.....	63	5	0	March 31	Scholarship Allowances for 11 Months	190	5	2
1867.									
March 31	Interest on Funded Capital	225	0	0		Bank of Bombay Commission on Interest realized	1	9	0
							191	14	2
						Balance in the Government Treasury.....	96	6	10
	Total..Rupees	288	5	0		Total..Rupees	288	5	0

F. STEDMAN, Acting Secretary.

We, the undersigned, have examined these Accounts, and found them correct.

BHAU DAJI.

VENAYEKRAO JUGGONNATHJEE SUNKERSETT.

Bombay, 31st March 1867.

FORT BRANCH SCHOOL.

DR. *Abstract Account of Receipts and Disbursements from the 1st May 1866 to 31st March 1867.* CR.

1866.		Rs.	a.	p.	1867.		Rs.	a.	p.
May 1	Balance of last year's Account.....	839	14	8	March 31	Establishment for 11 months	4,391	12	0
1867.						House rent for ditto.	913	0	0
March 31	Fees Collected from Pupils	5,708	1	0		Sundries	62	9	6
	Interest on Funded Capital	80	0	0		Bank's Commission on Interest realized....	0	3	2
							5,367	8	8
						Balance in the Government Treasury.....	1,350	7	0
	Total..Rupees	6,717	15	8		Total..Rupees	6,717	15	8

F. STEDMAN, Acting Secretary.

We, the undersigned, have examined these Accounts, and found them correct.

BHAU DAJI.

VENAYEKRAO JUGGONNATHJEE SUNKERSETT.

Bombay, 31*st March* 1867.

SOONDERJEE JEWAJEE PRIZE FUND.

Dr. Cr.

1866.		Rs.	a.	p.	1867.		Rs.	a.	p.
May 1	Balance of last year's Account.....	338	8	6	March 31	Paid for Prize awarded to Ghanasham Nilkant Nadakari	40	0	0
1867.						Ditto ditto to Krishna Narayenkar	20	0	0
March 31	By half-year's Interest on Funded Capital, viz. Rs. 1,500, at 4 per cent.....	30	0	0		Bank's Commission on Interest realized ..	0	1	3
							60	1	3
						Balance in the Government Treasury.....	308	7	3
	Total....Rupees	368	8	6		Total....Rupees	368	8	6

F. Stedman, Acting Secretary.

We, the undersigned, have examined these accounts, and have found them correct.

Bhau Daji.

Vinayekrao Juggonnathjee Sunkersett.

Bombay, 31st March 1867.

BELL PRIZE FUND.

Dr. Cr.

1866.		Rs.	a.	p.	1867.		Rs.	a.	p.
May 1	Balance of last year's Account.....	398	6	10	March 31	Paid for a Prize awarded to Bomanji Edulji Modi	40	0	0
1867.						Ditto ditto to Krishna Narayenkar....	20	0	0
March 31	By Interest received on Funded Capital....	50	0	0		Bank's Commission on Interest realised ..	0	2	1
							60	2	1
						Balance in the Government Treasury.....	388	4	9
	Total....Rupees	448	6	10		Total....Rupees	448	6	10

F. Stedman, Acting Secretary.

We, the undersigned, have examined these accounts, and have found them correct.

Bhau Daji.

Venayekrao Juggonnathjee Sunkersett.

Bombay, 31st March 1867.

Dr. GUNPUTRAO VITTAL PRIZE FUND. Cr.

1866.		Rs. a. p.	1867.		Rs. a. p.
May 1	Balance of last year's Account	496 9 1	May 31	Paid for a Prize to Sitaram Vishavanath ..	40 0 0
1867.					
March 31	Interest on Funded Capital	50 0 0		Do. to Ramchandra Bhikaji ..	35 0 0
				Bank's Commission on Interest realized..	1 2 0
					76 2 0
				Balance in the Government Treasury	470 7 1
	Total....Rupees	546 9 1		Total....Rupees	546 9 1

F, Stedman, Acting Secretary.

We, the undersigned, have examined these Accounts, and found them correct.

Bhau Daji.
Venayekrao Juggonnathjée Sunkersett.

Bombay, 31st March 1867.

RAJA OF DHAR PRIZE FUND.

Dr. Cr.

1866.		Rs.	a.	p.	1867.		Rs.	a.	p.
May 1	Balance of last year's Account	244	1	1	March 31	Paid for a Prize awarded to Gajanan Krishna	40	0	0
	Interest on Funded Capital.....	40	0	0		Bank's Commission on Interest realized ..	0	1	8
							40	1	8
						Balance in the Government Treasury	243	15	5
	Total....Rupees	284	1	1		Total....Rupees	284	1	1

F. Stedman, Acting Secretary.

We, the undersigned, have examined these Accounts, and found them correct.

Bhau Daji.
Venayekrao Juggonnathjee Sunkersett.

Bombay, 31st March 1867.

MEMORANDUM of sums received from and paid into the Government Treasury on Account of ELPHINSTONE FUNDS.

RECEIPTS.	Rs.	a.	p.	Rs.	a.	p.
Elphinstone Institution.....	.....			33,759	10	2
Elphinstone Professorship Fund	.....			50,821	4	6
West Scholarship Fund	.....			2,040	7	0
Clare Scholarship Fund	.....			2,700	5	0
Total.... Rupees	.....			89,321	5	8
DISBURSEMENTS.						
Elphinstone Institution, on account of Fees from English School	10,869	10	0			
Do. Subscriptions.....	120	0	0			
Do. Interest on funded Capital.	3,262	8	0			
Do. Balance in hand	800	2	8			
				15,352	4	8
Elphinstone Professorship Fund on account of Interest on Funded Capital	1,626	0	0			
Do. Fees from Pupils	1,960	0	0			
Do. Subscription	1,500	0	0			
Do. Balance in hand	15	0	0			
				8,101	0	0
West Scholarship Fund, on account of Interest on Funded Capital	.....			487	0	0
Clare Scholarship Fund	.....			537	8	0
Total.... Rupees	.....			24,177	12	8

F. STEDMAN,
Acting Secretary.

Bombay, 31st March 1867.

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